



HIGH SCHOOL "CRNJANSKI"  
INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME

INCLUSIVE EDUCATION POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM



## Philosophy

Gimnazija Crnjanski aims to provide a stimulating and supportive working, learning and social environment which promotes equality, values diversity and respects the rights and dignity of all prospective, current and former students as well as their teachers. For that purpose, we embrace and promote the equal opportunity attitude and approach.

## School context

We recognize and support Diploma programme to be accessible to the broadest possible range of students, age 16. We also strive to meet learners' needs and encourage all learners to achieve their fullest learning potential. As such, mild to moderate learning aid can be provided to IBDP students at Gimnazija Crnjanski, identified as students with access arrangements, given that we feel confident in our abilities to meet the needs of these students. Considerable effort is made for each candidate to match their needs with the level of services available at our school.

## Access and Inclusion

In line with the IB, we believe that 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: Removing barriers to learning IB, December 2019*)

The IB, on its side, believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Therefore, **inclusive access arrangements** may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. (*Access and inclusion policy, IB, February 2021*) Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning.

## Purpose

The aim of this policy is to:

- be used to plan access arrangements for students during learning and teaching; be available throughout the course of study including all classroom work, formative and summative assessments that are part of everyday learning and teaching.



- Support the accurate and timely identification of students with assessment access requirements. Further, monitor and evaluate the effectiveness of interventions and accommodations, and academic progress of students with assessment access requirements.
- Ensure that all members of the academic community are familiar with the contribution they can make in order to offer their support and resources, if possible.

- Encourage and foster a positive partnership with the parents, in order for parents to be in a position both to offer support at home, but also contribute to the decision making process in relation to their children.

### **Procedures**

The process for identifying students with access arrangements and applying for special arrangements in the Diploma Programme are as follows:

#### **a) Identification of Students with Assessment Access Requirements:**

- Students with assessment access requirements identified prior to their enrollment in the programme, should inform the Head of School and the IB Diploma Program Coordinator of their condition as early as possible in the application process and provide supporting documentation.
- If supporting documentation stating an official diagnosis (such as psycho educational assessment reports) are outdated and need to be renewed, or are incomplete given what is requested by the IBO, then parents and students will be advised to renew, or seek additional documentation. This could either be done within the school with the responsibility of the school's psychologist(s)/councillor, or by referral to a qualified specialist in the community.
- The school psychologist/councillor will call for a meeting between IBDP coordinator, homeroom teacher, parents and possibly the student to gain insight into the specific learning/assessment difficulties and to inform faculty teachers accordingly.
- Students that face learning, behavioral or emotional difficulties after their registration to the IBDP at Gimnazija Crnjanski are referred to the school's psychologist/councillor for an interview leading to setting the diagnosis. Diagnosis can be made either within the school or by referral to a specialist in the community or in combination of both.
- In order for a candidate to be granted inclusive assessment arrangements, the necessary psychological/psycho educational/ medical reports must be submitted by professionals with appropriate credentials to evaluate and diagnose the candidate. The formal diagnosis 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) and include results as standard scores.

Assessment access requirements that can be accommodated within the programme are connected with the following common areas of need:

- Communication and interaction, such as speech, language and communication needs,
- Cognition and learning, such as, dyslexia, dyscalculia and dyspraxia or
- Social, emotional and mental health difficulties, such as attention deficit disorder (ADD), mild depression, anxiety, stress management, etc.

Other assessment access requirements, including motor disabilities or chronic health problems, need to be assessed on a case by case basis.

#### **b) Inclusive Education Arrangements:**

Access arrangements combines accommodations in a) teaching, learning (academic arrangements with learning support) and b) assessment/exam accommodations.

When a student is formally diagnosed with learning, behavioral or emotional difficulties, the school's psychologist/counsellor is responsible for calling a meeting between the IBDP coordinator, the homeroom teacher and the subject teachers to discuss the particular difficulties faced by the student and to suggest effective academic arrangements or examination accommodations. At the end of each term, the individual progress of students with assessment access requirements is reviewed at a meeting between the IBDP coordinator, the school's psychologist/counsellor and the subject teachers. Parents and students are notified to attend if willing.

a) Academic Arrangements could include such arrangements as preferential seating in the classroom, individual guidance by the teacher, supplemental material, use of technology, etc. Further, they also include intensified mental support by the student's mentor, who meets regularly with the student for individual advising and encouragement.

Learning support depends on individual student's needs. It may include one or a combination of the following: consultation, In-class support, small group instruction, Individualized instruction. It may also include one or a combination of the following: literacy support (reading and writing), math support, ATL skills support (study and organizational skills, social skills, etc.) We also welcome external providers like speech and language therapists (ST), occupational therapists (OT) and physical therapists (PT) to conduct their services at school during school hours, which is paid directly by parents to external provider.



b) Inclusive Assessment Arrangements: are subject to provisions of the IBO handbook for candidates with assessment access requirements. They also depend on the functional limitations presented by the students. For in-school daily assessment purposes such as term tests, they could include extra time (up to 50%), breaks, the use of a word processor with or without a spell checker, etc. The school will make an effort to grant these accommodations whenever possible.

For the IBDP final examination, inclusive assessment arrangements are formally requested (by completion of the D1form) and supported with the requested, relevant documentation in order to receive approval by the IBO. Before submission of this form, parents are requested to provide their written consent. Exam accommodations for formal school examinations, i.e., midterms and finals, are provided in accordance with the accommodations approved (or requested) for the final IBO examination. All invigilators are responsible for understanding and correctly applying inclusive assessment arrangements applicable to in-school or the final IBDP examinations.

### **Roles and Responsibilities:**

- *The IBDP coordinator* is responsible for approving and submitting the request for inclusive assessment arrangements to the IBO and for ensuring that such arrangements are also applied to all formal in school examinations. Additionally, the IBDP coordinator is responsible for cooperation, whenever necessary, between parties involved (parents, student, teachers, homeroom teacher, student's mentor, school psychologist) and for ensuring adequate and effective flow of information to all concerned parties, as appropriate.
- *The homeroom teacher and the student's mentor* should be fully informed of which students have assessment access requirements and the nature of their needs, in order to work more closely with other subject teachers and the student on academic arrangements, and monitor students' academic progress. The homeroom teacher is responsible for recording students who have assessment access requirements, which have been identified prior to their enrollment in the program or during their studies, to encourage parents to provide the appropriate supportive documentation. Further, the student's mentor monitors the academic performance of the student, and draws attention to the IBDP coordinator and school's psychologist in case of any difficulties that might arise. Requests for appropriate inclusive education arrangements from the IBO are prepared by the school's psychologist in collaboration with the homeroom teacher to be approved/submitted by the IBDP coordinator.
- *The school's psychologist/councillor* offers expertise on psychopathology, including disorders first diagnosed in infancy, childhood, or adolescence, mood and anxiety disorders, etc. They should be fully informed by the Head of School, IBDP coordinator, homeroom teacher, or by the parents, about students who have assessment access requirements, and are responsible for reviewing relevant documentation. They can contribute to the accurate and timely identification



of assessment access requirements in the case of IBDP students first encountered with learning or emotional difficulties. In such cases, students are referred by subject teachers (or homeroom teacher or IBDP coordinator) and are seen with parental consent, or are self-referred. The school's psychologist uses their professional judgment when deciding to inform the IBDP coordinator and possibly other parties of difficulties that have been directly reported to them by students or by their parents. Finally, the school's psychologist meets with the students who are receiving inclusive assessment arrangements prior to in-school examinations, as well as the final IBO examinations and ask them to state preference for which of the approved accommodations they will be using and in which subjects. The student's preference should be provided *in writing*.

- *The subject teachers* should be informed of the students with assessment access requirements who are in their class in the context of a dedicated meeting between teachers – school psychologist – homeroom teacher - IBDP coordinator. These meetings and other in-school training sessions should ensure a basic understanding on teaching students with assessment access requirements and familiarize teachers with academic arrangements. Teachers should work closely with the homeroom teacher, the school's psychologist, and the student's mentor on how to best teach and assess these students.
- *The Special Educational Needs Assistants* (graduate psychology practicum students, the school counseling fellow), if available, work under the direction and supervision of the school's psychologist/councillor in order to provide special educational support on a regular basis.
- *The parents* should inform the Head of School, the IBDP coordinator and the school psychologist/councillor if there is a history of a difficulty that may lead to assessment access requirements, and provide adequate supportive documentation. During an orientation meeting with incoming parents, scheduled for September of year 1 in the IBDP, parents are introduced to the school's psychologist and their responsibilities in an effort to better inform them of available in-school services and possible academic or assessment arrangements.
- *The students in need of access arrangements* are encouraged to be fully aware of their assessment access requirements, and collaborate with the school on the listed procedures. All students are introduced to the school's psychologist/councillor and the special educational needs assistant, if available, as part of a "study skills" session scheduled for the beginning of their first year in the DP.



**Key documents / References:**

- 1) *Learning diversity and inclusion in IB programmes: Removing barriers to learning IB*, December 2019)
- 2) The IB's *Access and inclusion policy*, updated in February 2021
- 3) *Assessment procedures for Diploma Programme*
- 4) Meeting student learning diversity in the classroom: Removing barriers to learning. December 2019