Inclusion Policy
(Last review: September 2026)

Philosophy

One of the key values guiding the work of our school is an individual approach to each student. We take into account individual educational profiles of our students in terms of extraordinary giftedness, special interests, unique predispositions or special educational needs which require inclusive arrangements.

School inclusive policy proceeds as follows:

1. Students provide appropriate medical or psychological documentation, if they have any, in the process of admission exams to our school, during which time the candidates are granted inclusive assessments recommended in the documentation.
2. Students and their parents or legal guardians are also encouraged to provide such documentation, if they did not do it before, after being admitted to our school (for the specific requirements regarding inclusive assessment during final IB examinations see section 8).
3. Educators and homeroom teachers monitor the student's work and its results on an ongoing basis - any problems noticed are reported to the school's pedagogical counselor and the student's parents or legal guardians. On this basis, with the consent of the parents and the student, the school's pedagogical counselor shall refer a given student for a further examination to a psychological and pedagogical counseling centre or other appropriate specialists our school co-operates with. The school will respect appropriate medical certificate or opinions from the psychological and pedagogical counseling centre that school is cooperating with (for more details see section 8.B-C).
4. Certificates and other documents confirming the student's difficulties are entered to the school's electronic documentation system on an ongoing basis. As a result, all teachers are informed about the difficulties and recommended ways of working with the student.
5. Twice a year, the school organizes “spotlights” (which are meetings of groups of teachers teaching a given student) devoted to students with various disruptions in the learning process. During these meetings, methods of working with a given student are established and, possibly, recommendations are given for further diagnosis.
6. The school implements all the recommendations indicated in the certificates provided by the student on a regular basis (for the guidelines regarding inclusive assessment during final IB examinations see section 8).
7. The entire teaching staff is responsible for working with students who require special educational assistance, with each person having different responsibilities:
   A. School pedagogical counselor is responsible for:
      - referring the student for appropriate examination;
      - organizing and conducting meetings supporting the students, parents, homeroom teachers and educators in dealing with problems arising from the student's diagnosis (dyslexia, dysgraphia, psychological and medical problems, etc.);
      - coordinating the process of the school support for the student;
      - managing in-school information flow regarding a given student;
      - basing on the documentation provided, designing school’s support system of the given student;
      - providing the IBDP coordinator with the documentation necessary for the preparation of the inclusive arrangements during the IB final examinations.
   B. Tutors are responsible for:
      - conducting individual meetings with a particular student, during which they work together to solve previously identified issues of that student (problems with motivation, work organization, choosing a proper educational path, working on emotions, etc.).

C. Homeroom teachers are responsible for:
- ongoing monitoring of the student's work (grades, attendance, wellbeing, needs, disturbances, etcetera);
- reporting problems observed to parents and school pedagogical counselor for further analysis and diagnosis;
- ongoing work with a student who requires special educational assistance;
- ongoing cooperation with a student's parents or legal guardians.

D. Educators are responsible for:
- ongoing monitoring of any disturbances in a student's work;
- consulting with other teachers within their subject group to work out appropriate solutions to support the students with special educational needs;
- ongoing implementation of recommendations for work with a given student and the evaluation of their benefits/results.

E. IBDP coordinator is responsible for:
- informing students, parents or legal guardians and school pedagogical counselor about specific IBO requirements regarding inclusive assessment during final IB examinations (see section 8 for more details);
- collating all documentation required for applying to IBO for inclusive arrangements;
- proceeding with the process of application for inclusive assessment to IBO in the name of students who require this;
- informing IBO of all cases requiring any kind of additional support for the student, which includes all emergency situations that may happen during final examinations.

F. 2nd SLO IB office is responsible for:
- collecting and storage of all appropriate documentation supporting inclusive assessment arrangement for a given student.

8. There are many forms of inclusive assessment available for the candidates during the final IB examinations. In order to grant appropriate form for a given student the following requirements must be met.

A. The medical certificate or opinion from the appropriate psychological and pedagogical counseling centre must be no older than 3 years in the moment of final examination.

B. In the case of specific learning difficulties the following procedure must take place:
- School pedagogical counselor issues the referral to the psychological and pedagogical counseling centre that school cooperates with.
- At least one teacher should provide appropriate school evidence that support the referral.
- The student goes to counseling centre **indicated by the school** with a referral and school evidence, where he or she is subjected to appropriate tests.
- The counseling centre issues the opinion which the student provides to the school.

C. In case of medical issues the school requires appropriate medical certificate. When the issue is of physical nature the **appropriate medical doctor or institution should issue the certificate**. When the issue is of psychological nature it is **the psychiatrist that should issue the certificate.** The opinion should include **information about the tests carried out** and at least **a summary presentation of their results**.

D. All documents supporting the request for inclusive assessment should be translated into English by a sworn translator, which is the responsibility of parents or legal guardians of the student.

E. In case of specific learning difficulties the school deadline of providing the appropriate documentation (translated opinions) supporting the request for inclusive assessment is 30th of October of the graduation year. The school will not proceed with documentation provided after this deadline. In the case of medical issues the documentation should be provided as soon as possible (after the issue occurs) – the school will proceed with it, but the decision regarding appropriate adjustments is made by the appropriate IBO unit.