

ISOB INCLUSION POLICY *(revised 2022)*

IB Rules Regarding Inclusion

It is the practice of the IB to make its program available to all students - no student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law.

Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

It is the school's responsibility to determine whether it can enroll a candidate with learning support requirements into the programme.

IB Mission

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 program of international education and rigorous assessment.

These program encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Inclusion Policy

Our Inclusion Philosophy

At International School of Bydgoszcz we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students.

Rights and Responsibilities

As ISOB Community we consider inclusion as a journey rather than an end. This journey is a constant process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower the expectations of the student, but rather provide the optimal support to address any challenges and enable the student to work to their full potential.

We support the rights of all children and young people, and are devoted to ensuring the safety and well-being of our students. We are committed to enabling all students to have the freedom to be themselves in a safe and supportive environment.

Community Responsibilities:

Students have access to an inclusive learning environment. Therefore, the school:

- Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences,
- Provides opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness,

- Conveys diversity through the use and display of languages, images and books,
- Challenges assumptions through inquiries that support diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities),
- Reinforces the ISOB values and behavior in class and in the playground,
- Provides ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity with all students,
- Includes others in games whether in the playground, Common Room or in social activities,
- Engages with different students in the playground and from other Grade classes,
- Is tolerant and respectful,
- Shows empathy by understanding and sharing the feelings of others,
- Learns to be aware that body language can also send messages of inclusion or exclusion,
- Lets go of their own assumptions or prejudices,
- Treats everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning needs or beliefs,
- Resolves conflict through dialogue,
- Helps new students feel at home in the learning community,
- Takes responsibility for their own actions,
- Models appropriate behaviour when insensitive misbehaviour is observed, this is supported by the teachers, the management, school counsellor and supported by parents/guardians,

- Puts in place processes to remove barriers to learning for every member of the school community.

Every teacher, as a teacher of all students:

- Makes sure that each student is exposed to teaching and learning that reaches them as individual learners,
- Teaches students how to make mistakes, fail well and overcome obstacles,
- Teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome,
- Involves and includes parents and guardians in learning and teaching in an inclusive way with support from Student Counsellor,
- Works in collaboration with relevant team members to invite speakers and visitors to share with the learning community,
- Involves and includes parents and guardians in learning and teaching in an inclusive way,
- Supports students, families, teachers and staff in transition through thoughtful induction programmes,
- Engages locally through a collaborative and constructive relationship with the school's local community,

Parents/Guardians:

- Provide accurate information about the child's needs and history,
- Partner with the school on developing approaches that will support the child's academic and personal development,
- Follow through on agreements with the school,

- Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts. The whole school community is celebrated for their personal and cultural identities.

The School Board and Leadership:

- Ensures that international inclusivity is embedded in the school ethos through mission statements and policies.
- Creates community that promote inclusion,
- Celebrates events and activities that promote intercultural appreciation.

Teachers and School Leadership

- Encourage and support students to explore multiple perspectives,
- Share their own experiences, interests and viewpoints with students,
- Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities),
- Challenge disrespectful or insensitive behaviour and comments,
- Have no tolerance for bullying,
- Show respect and kindness to all community members,
- Model internationally-minded values and dispositions,
- Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts,
- Share their own cultural traditions and stories in classroom discussions and assemblies,

- Value peers and teachers for who they are. Students are encouraged to share their views by participating in: Personal Project mini pitch, Personal Project fair, Service as Action, G5 exhibition, Fair Trade campaign, clubs, art exhibitions, homerooms, assemblies, Conference channel on Teams platform, school PYP newspaper, school events.
- Encourage participation in school decision-making by all members of the learning community: Students' Council, teachers' board meetings, Parents' Council,
- Encourage safe and respectful dialogues,
- Encourage independent and thoughtful thinking students by: class discussions, Learner Profile assemblies, organizing charity events, for example: Noble Gift, Donut for Africa, supporting a local school and kindergarten in Ghana, collecting medicines and blankets for Ukraine, Light for Ukraine, a collection of products for children from a hospice.

Student support

The school counsellor facilitates group and individual work - provides support and where appropriate individual learning plans to students with academic, behavioral and social-emotional needs as well as supports teachers in the selection and use of appropriate strategies/interventions within the classroom.

The school offers support to students in whole class, small group and individualized sessions. This will be provided alongside external experts as well as teachers with the appropriate skill set.

While this support may be provided on school premises, parents/guardians are responsible for the associated fees.

Additional support maybe provided by the school counsellor and where appropriate they will supervise the learning support staff, ensure the necessary systems are in place to identify and refer students with difficulties and develop initiatives and programs to promote academic advancement and student well-being.

When initial interventions fail to produce the appropriate results, the school will maintain the determination to continue working with the student or refer the student to an outside professional.

Examples of inclusive arrangements and accommodations:

- 1/ using electronic devices to take notes;
- 2/ extension of working time for an assignment;
- 3/ differentiation of forms of work relevant to a student's abilities;
- 4/ differentiation of content;
- 5/ school counsellor's / psychologist's support;
- 6/ exemption from a foreign language course;
- 7/ accommodation of DP exams (as specified and allowed by the relevant IB regulations);
- 8/ optimizing classroom seating;
- 9/ appointing an assistant teacher (a psychological centre diagnosis is required for the school to be able to employ one).

As a result:

An ISOB inclusive learner:

- is a competent communicator,
- is open-minded and knowledgeable,
- is a caring and principled thinker,
- uses his or her curiosity and research skills to inquire about the world,
- thinks and reflects critically about opportunities and challenges,

- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others),
- takes risks to further self-development and understanding of others.

ISOB and IB Inclusivity

ISOB is an IB school and we employ the learner profile throughout all areas of school life, for example, by Learner Profile assemblies in PYP and incorporating Learner Profile Attributes in the unit planning process in MYP. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst and within our school community.

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students while at ISOB.

We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and development and as such leads to personal growth for the entire school community.

IMPORTANT

It must be noted that Polish regulations do not fully comply with the IB examination/assessment regulations for SEN students.

Accordingly, not all psychological evaluations, opinions and diagnosis provided by Polish psychological centres concerning the special educational needs may be accommodated for by the ISOB.