



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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and 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.

School Mission Statement

The mission of our school is to help young people to become aware of the choices they make and the responsibility they take for their self-development in every sphere of life. Whatever we do as teachers, whether it is connected with education, organisation, management or personal development, is supposed to create the best possible environment for intellectual, emotional and social development of our students. Our school educates clever and caring young people who are interested in the world and who wisely and consciously take advantage of their knowledge to jointly create the world where core values are: intercultural understanding, mutual respect and fair treatment to people with different views all over the world.



Basic terms according to IBO

(Access and inclusion policy, published September 2022)

What is access and inclusion?

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, 2016) Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.

What are barriers?

Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. While learners may experience any number of fleeting or transient barriers that may disturb their learning for a few days (such as an emotional barrier due to an altercation with peers, or a medical issue), access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required.

Primary barriers as listed by IBO:

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social-emotional
- Speech and language
- Writing

What are access arrangements?

Access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student



to work around them. At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment.

Access arrangements should remove or reduce barriers that impact the educational journey of a student.

As access arrangements serve to reduce or remove barriers to learning, the first step in planning for access arrangements is to identify the barriers. Observation of the student in the classroom, information from past teachers, parents/legal guardians or the student about previously identified challenges, anecdotal information from parents/legal guardians about what they currently observe at home, combined with reports from professionals such as psychologists and doctors will all help to identify the barriers.

According to IB, the inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- be applied throughout the course of study
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn from teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements
- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

School Access and Inclusion Policy.

1. Leon Kruczkowski Secondary School is committed to provide full educational opportunities for students with special educational needs. This idea is also expressed in IB Standards and Practices (*Environment: (0201-04-0100), (0202-02-0100), (0202-02-0200), (0202-02-0300), (0202-02-0400), (0202-03-0300); Culture: (0301-01-0300), (0301-02-0100), (0301-02-0200), (0301-02-0300), (0301-06); Learning: (0403-05-0300), (0404-03-0200)*)), thus, any special educational needs student may become an IB student and the school will help facilitate the learning process.
2. A student is acknowledged requiring access arrangements if:
 - a. their parents or legal guardians submit a report issued by a proper institution. The psychological/psycho-educational/medical report must be written by medical, educational or psychological professions with appropriate qualifications and/or professional licences in their country of residence (in Poland usually PPP or a doctor) and translated into English.
 - b. teachers/parents observe that a student experiences any barrier preventing them from participating or effectively engaging in their learning and teaching and assessment.



3. In such a case requirements and assessment procedures need to be adapted for a particular student. The IB Coordinator meets with the student, parents, and a school psychologist to discuss necessary provisions. The coordinator is also responsible for informing all the teachers about the situation and organizing regular meetings (at least once a semester) where the situation of a student is discussed. During the meetings the school staff discuss the best strategies and methods for student learning and assessment, which is documented in an “Individualized Education Plan” (IEP). They also evaluate and review student progress.
4. When working with such students all teachers will adapt a variety of methods and formative assessments consistent with the student particular needs and based on the recommendations listed in the report from a specialist or teachers observations. Teachers will also develop summative assessments that are differentiated to provide necessary adjustments.
5. Access arrangements for dyslexics and students with concentration difficulties usually entail extended time for exams and the use of a word processor. In their day-to-day work, students with special needs will be offered sessions with a special education teacher for training of study skills and help with specific difficulties. The special education teacher will be work collaboratively with subject teachers, parents, and other staff in order to find the best ways of supporting the student.
6. Identification of a student with a learning need can occur at any age or stage of education.
7. A key element of successful learning support is a high level of collaboration between all of the stakeholders: teachers, parents, students and administration. It is important that parents share with us any knowledge they have concerning a student’s special needs and cooperate with us regarding professional documentation.
8. Students may also request inclusive access arrangements for **final examinations**, which are in compliance with IB regulations. In this case two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization:
 - a. An official report (a psychological/medical report)*
 - b. Educational evidence from the school.

Consent:

1. Before submitting appropriate documentation to the IB, the school must obtain consent from the student if they are of the age of consent in their country, or from the student’s parents/legal guardians.
2. The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if a student transfers to another school for their examinations, the online application request for



inclusive access arrangements (along with the supporting documents including authorization, if applicable) will be visible to the coordinator of the new school.

3. Further, the school must also inform students and parents/legal guardians that if they wish to withdraw the request for inclusive access arrangements before a transfer, the school must be informed of this at the time of transfer. Then, the coordinator of the current school and the coordinator of the new school must inform the IB in writing.

Policy updated in November 2023

References:

1. School Statut
2. IBO Access and Inclusion Policy, 2022

* According to IB, all psychological reports from external professionals must:

- be legible, on a document with a letterhead, signed and dated
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages
- state the title, name and professional credentials of the person(s) who has undertaken the testing or who is writing the report
- state the student's performance on standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.