

Monnet International School

Primary Years Programme Inclusion Policy

Rationale

Monnet International School states that **every** student is at the center of the teaching and learning process. It is believed that all students participating in the IB programmes should have equal access to the learning content. Our policy is based on IB Access and Inclusion Policy, especially on principle of optimal support, which means that the accommodations are only introduced to reduce educational and social barriers. Monnet International School meets the legal requirements of Polish Educational Law. Monnet International School strives to ensure that all students are provided with the necessary support to allow them to achieve academic success and reach their full potential as they progress through the Primary Years Programme.

Definitions

- 1) Inclusion** refers to providing access to all components of the IB program for all students according to students needs and abilities. The school strives to create an environment in which all students can express themselves freely, despite their challenges.
- 2) Access arrangements (AA)** refer to allowances made by the primary school and the kindergarten for individuals which remove unnecessary barriers, without changing the demands of the assessment. Those allowances accommodate perceived individual differences, ranging from intellectual giftedness to autism, attention deficit hyperactivity disorder (ADHD), dyslexia, learning disabilities, physical, developmental and communication challenges, chronic illnesses, as well as behavioral and emotional

disorders, such as obsessive-compulsive disorder (OCD), affective disorders, anxiety disorders, post-traumatic stress disorder (PTSD)

- 3) **Differentiation** is an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.
- 4) **Psychoeducational Assessment** is issued by a Psychological and Pedagogical Counselling Centre and contains a diagnosis made by specialists. Individual developmental and educational needs of the child, as well as their psycho-physical abilities are all defined in the Assessment, which also contains a description of mechanisms explaining how the child functions and work instructions for parents and teachers. Based on access requirements included in the document the school organises psychoeducational support (counselling) for the student.
- 5) **Individualized Educational and Therapeutic Programme (IETP)** refers to a plan or program developed by a team of teachers from various educational disciplines, to ensure that a child with an identified disability receives specialized instruction and related services.
- 6) **Decision on special educational needs** is issued for children and students with disabilities, social inadequacies or at risk of social maladjustments, whose education requires special organisational and work methods. This document is issued by an adjudication panel of a psychological counselling centre, on the request of the parent. On this basis, a team of teachers and specialists working with the student, draws up a multi-specialist assessment of the functioning level of the student, based on which an individual educational and therapeutic programme is prepared.
- 7) **The psychological-pedagogical team** is an opinion-making and applicant authority of the Pedagogical Council consisting of specialist teachers, such as: the school psychologist, school counsellor, support teacher, educational therapist, speech therapist. The psychological-pedagogical team organises and performs tasks within the scope of psychoeducational support.

Goals of Inclusion Policy

- To encourage a culture of inclusion, acceptance and open-mindedness that cherishes and embraces diversity;
- To enable all students to have full access to all elements of the school curriculum and assessment policy;
- To identify the need of all students early on;
- To identify the roles of leadership members, programme coordinators, counsellors, the school psychologist, teachers, and parents;
- To follow the national laws regarding Inclusion Education and IB guidelines;
- To clarify how the student's needs will be met;
- To help create a friendly environment, in which every student can feel valued, respected and can develop academically and emotionally.

Scaffolding and identification procedures

Identifying a student's special needs, every teacher should carefully observe and analyse a student's performance, especially if a student:

- makes little or no progress,
- shows signs of difficulty in developing key social and educational skills,
- presents emotional or behavioural difficulties and does not improve over time.

A teacher should inform the counsellor/the school psychologist about any considerations as soon as possible. After analysing the obtained data, the counsellor/school psychologist set up a meeting with the parents to discuss the difficulties. If necessary, the counsellor (homeroom teacher, school psychologist) recommends that parents seek specialist assessment. They also inform the child's teachers about the required, appropriate support methods. Difficulties can also be reported by parents, as well as the student themselves. Moreover, in school a homeroom council meeting is organized once a semester with the teaching team, during which all needs and difficulties observed in the case of students, are discussed.

The psychologist/counsellor provides instructions regarding further proceedings.

Psychoeducational assessment

The Psychoeducational Assessment report or a medical certificate from the counselling centre, must be provided to the school or kindergarten office by the student's legal guardian (original report, which is copied and stamped by the office as true to the original). The office is responsible for sending the report/certificate to the school counsellor, psychologist and homeroom teacher, whereas information about the newly registered document and instructions contained therein are shared with teaching staff. On receiving a student's psychoeducational assessment/medical certificate, a counsellor/school psychologist gets acquainted with its content and makes a decision about actions to be undertaken, based on a given student's needs and abilities. The homeroom teacher and the school psychologist organise a meeting with legal guardians to offer access arrangements. Moreover, the school and kindergarten can organize additional, specialist classes.

Decision on Special Educational Needs

In case of delivering the special needs decision, the school is obligated to start the procedure of creating an Individual Education Therapeutic Programme (IETP).

The school and the kindergarten is obliged to form an IETP within 30 days of receipt of the document. These plans will be revised twice a year, are confidential and shared with other school staff, parents on an ongoing basis, according to the student's needs.

The school and kindergarten are responsible for hiring a learning and support teacher – if needed, who aids in student's usual way of working and supervises the implementation of the IETP.

Workflow

All documents regarding student identification, assessment and provision are placed in their student file. Only the Head of School, the IB coordinator, the counsellor, school psychologist, school administration staff and the homeroom teacher, may access student files. Confidential information regarding student's special needs will be provided by the counsellor or the school psychologist to every teacher working with this particular student, during scheduled information meetings. The most important instructions are available to teachers in the electronic register Librus, on the Microsoft Teams platform and in the file of students with various needs.

Provision

The access arrangements for students are used for learning and teaching, during classroom instruction, tests and other activities. The access arrangements are continuously monitored to ensure that it remains an optimal form of support for the student, and does not give them advantage over other students.

Usually, support focuses on the areas listed below:

- Differentiation of tasks (simplified instructions, modification of tasks and form of work, etc.)
- Differentiation of time and space (additional time, separate room, assistive technology)
- Use of human assistance (support teachers)
- Extracurricular activities (re-education, Social Skills Training, speech therapy, etc.)

Responsibilities of the PYP Coordinator:

- Following the national law and IBO guidelines regarding students with special educational needs;
- Working collaboratively with the psychological-pedagogical team, teachers and parents to support these students and monitor their progress;
- Advising parents at enrolment about rigorous program requirements and high academic standards, ensuring appropriate placement.

Responsibilities of the school psychologist:

- Providing training for staff and faculty to successfully implement and support students' needs and differentiated instruction;
- Raising staff awareness of the needs of all students;
- Helping to identify special educational needs; professional assessment is outsourced through private and public psychological clinics;
- Communicating with students and their parents; if a student is struggling or any learning difficulties are observed, referring the student for testing;

- Communicating with parents and students regarding the documents required for special arrangements;
- Working collaboratively with the counsellor, teachers, and communicating with them to support them in the implementation of psychological recommendations.

Responsibilities of the counsellor:

- Ensuring that the program and staff are in compliance with national laws regarding students with disabilities;
- Helping identify special educational needs;
- Maintaining records;
- Communicating with parents and students regarding the documents required for special arrangements;
- Communicating with students and their parents; if a student is struggling or any learning difficulties are observed, referring a student for testing;
- Working collaboratively with teachers and communicating with them to support them in the implementation of psychological recommendations;
- Communicating with the PYP Coordinator regarding students with special educational needs.

Responsibilities of homeroom teachers:

- Communicating with students and their parents; if a student is struggling or any learning difficulties are observed, referring a student for testing;
- Initiating meetings with parents/legal guardians;
- Recording all documentation in the electronic register Librus (grades 1-4);
- Recording information about students' needs;
- Collaborating with teaching staff and the psychological-pedagogical team.

Responsibilities of support teachers:

- Coordinating activities within the scope of the individual education and therapeutic program;

- Managing the documentation of students with Decisions on special educational needs;
- Supporting students with Decisions on special educational needs in their day-to-day functioning;
- Collaborating with parents/legal guardians of students with Decisions on special educational needs;
- Holding meetings with teachers, specialists, and parents, whose task it is to prepare a multi-specialist assessment of the functioning level of the student as well as an IETP.

Responsibilities of teachers:

- Identifying struggling learners and informing the PYP coordinator and the counsellor if problems or concerns arise;
- Carefully monitoring the progress of a student with special educational needs and communicating any concerns to the counsellor, the homeroom teacher, or the school psychologist;
- Implementing appropriate interventions and recommendations;
- Participating in training when available;
- Participating in all meetings regarding students in their class;
- Identifying the most effective strategies for each learner, scaffolding curriculum content and learning experiences to ensure that all students understand the concepts, and accommodating the curriculum when needed.

Responsibilities of parents:

- Having knowledge of their child’s entitlement;
- Having knowledge about possible inclusive arrangements;
- Providing necessary documents (psychological report or medical certificate) based on the candidate’s performance on standardised tests accompanied by a translation into English if necessary;
- Discussing the request for assessment with the school or kindergarten;
- Having access to information, advice, and support.

Responsibilities of students:

- Expressing their feelings and needs;
- Participating in decision-making;
- Indicating choices;
- Asking for information and support.

Policy Review Process

This policy is a living document. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the PYP staff, coordinators and administration. Subsequent revisions will be communicated to all staff, students and parents.

Supporting documents:

- Access and inclusion policy (updated November 2023)
- Standards and practices (updated April 2022)
- The IB guide to inclusive education: a resource for whole school development (updated November 2019)
- Learning Diversity and Inclusion in IB programmes (updated May 2020)
- Meeting student learning diversity in the classroom (published December 2019)
- Developing and aligning a school inclusion policy with the Programme standards and practices (published February 2023)

The policy revised in January 2025