

School 'President'

Inclusion Policy

(updated June, 2023)

School 'President' aims to create the best educational environment and beneficial learning experience for every single student. Providing the possibility for all students to reach their full potential by addressing their individual needs is the School's primary concern. To guarantee this as well as efficient socializing for students with identified challenges and to comply with IB guidelines, including IB Access and Inclusion Policy¹, the School Inclusion Policy has been developed, maintained and regularly updated under the supervision of the Support Team (ST) which includes the Medical and Psychological staff as well as Speech therapists. The Head of the ST is the Head of School Psychological Centre. This Inclusion Policy regulates the rights and responsibilities of all school community members in relation to securing the equal access to education and fair assessment.

There are no students with serious disabilities in School 'President' since there is a well-established system of special correction schools for such students in the country. Therefore, the Inclusion Policy addresses the students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; dyslexia and dysgraphia, other speech, communication, physical and sensory challenges; social, emotional and behavioral difficulties; medical and mental health challenges, etc.). This Policy also addresses the highly talented students. According to the results of the entrance tests and Support Team's verdict, the students who have any special educational needs are provided with a customised programme tailored to their individual characteristics. In case where some educational problems arise while studying at School, the students are provided with an appropriate guidance which can result in an individual tuition if necessary.

ST supervises the development of an individual programme for the student and coordinates the activities of parents, teachers, tutors and other specialists to pursue its accomplishment. Meanwhile, the students with identified challenges may participate in any school extracurricular activity.

School teachers should be aware of the Inclusion Policy principles and practice in School 'President', the factors that affect a student's learning, the ways to differentiate and match teaching approaches to the student's needs and abilities, the methods and technologies that facilitate learning. All members of the School community are responsible for supporting the students with identified challenges for them to reach their full potential and for treating every student's personal and educational data as confidential.

Procedures for students with identified challenges

This category includes students who, due to the certain defects in their intellectual, social, physical, and/or psychological development, require special educational approaches, means and/or programmes to provide a special environment for their versatile development and unlocking their potential. These students are unable to learn at the rate and level of those students of a similar age, which calls for special educational provision/guidance. A student has a learning difficulty if he/she has:

- specific difficulties and language disabilities
- emotional and behavior difficulties
- physical or medical problems
- mental development problems
- other learning disabilities.

¹ <https://resources.ibo.org/dp/topic/Access-and-inclusion/resource/11162-425081/?lang=en>

In case there is any concern about any aspect of the student's development, a teacher or parent should inform the ST and/or the homeroom teacher of the class. According to the results of the observation of the student in class, psychological tests, student's achievements as well as parents' opinion, an individual educational approach and/or programme is to be devised. The opinion of the student in question is also taken into consideration.

The Individual Programme is a programme of activities, which helps the student to reveal their abilities in order to be successful. Key objectives of the individual programme are to discover personal interests, abilities and needs of a student as well as to determine the perspective of student's development.

Most of the students of this category usually study in the class alongside with other students, once special approach and support are provided. However, in certain cases significant change in their curriculum may be required. This may encompass personalized procedures for the student that combine individual tuition with studying in groups.

IB DP Inclusive Assessment

If and when a student with identified challenges is enrolled in IB DP and the necessity for special arrangements is noticed by IB DP Teachers and/or Coordinator, the Head of the ST organizes a special testing of the student in question to verify the problem. Once the problem is verified, the IB DP Coordinator communicates the information to the IB Teachers involved and a customized individual programme is devised which enables the IB Teachers to help the student reach their full potential. The IB DP Coordinator also initiates the procedure of applying for appropriate inclusion access arrangements that will be further requested from IBO. To this end, the parents are advised to submit a proper medical evidence (signed and stamped by the doctor) while the IB DP Coordinator submits an educational evidence. All necessary documents should be provided no later than October, 15th (IB DP Year 2) to leave at least one month for the completion of the application. Whenever approved, the School secures the necessary inclusion access arrangements for the student during the completion of all summative assessment works, MOCK trials and examinations.

Assessment Practices

Assessment policy and procedures should be adapted to and appropriate for the individual needs of the students with identified challenges. Students should be aware of the assessment approaches (access to writing, additional time, etc.) well in advance. The approaches to assessment, academic results and inclusion access arrangements should be communicated explicitly to the student, their parents/legal guardians and IB DP teachers working with the student.

Procedures for highly talented students

On the other end of the Inclusion Policy are the needs of highly talented students who in many cases demand a special educational approach and environment to efficiently fulfill their potential. School 'President' sees as its priority the provision of the most experienced teachers and high-end facilities and equipment for the students falling into this category.

From the curriculum viewpoint, these students may expect a customized tuition that includes a range of extended programmes and additional classes for subjects on offer, teaching of extra subjects, dedicated preparation for subject contests and Olympiads.

As for extracurricular activities, these students can opt for a wide spectrum of school clubs related to various sports, arts and engineering.

Once a highly talented student faces psychological, emotional, social and/or speech problems, they are guaranteed an individual guidance programme developed by ST.