

IB DIPLOMA PROGRAMME

INCLUSION POLICY

Tauragės “Versmės“ gimnazija (049284)

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 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.¹

INCLUSION PHILOSOPHY IN LITHUANIAN EDUCATION SYSTEM

The Lithuanian education system is based on the principle of inclusion, i.e. conditions are created for each person to learn, develop the abilities, receive the necessary support, experience success in learning, social, cultural and/or other activities and not be discriminated due to the diversity of educational needs and/or the need for educational assistance. The implementation of inclusive education is the creation of a good school, i.e. a school of deep inclusion traditions, discovery, and learning success, grounded in community engagement and education.

Inclusion in education includes children with various needs: those with congenital or acquired impairments or disabilities, those experiencing language challenges, at risk of exclusion due to socioeconomic status of families or unfavourable environmental factors, with high learning potential or talents. Specific teaching methods and tools must be applied to each group of needs. Currently, most of the challenges at schools arise from children with congenital or acquired disorders or disabilities.

There is a national progress plan for 2021-2030 presented to society by Education, Science and Sports Ministry in which the target is set for educational systems to reach 90 per cent of all pupils with disabilities to be educated in general classes.² So, two years ago, the Seimas made some amendments to the Education Law of Lithuania, which indicates that from 2024 all schools and all kindergartens should accept children with special needs if their parents/guardians, after consulting with specialists, decide that attending such an institution is the best decision for the child. However, special schools will also remain. Parents/guardians, in consultation with specialists, will be able to choose which institution best meets their child's needs.

Also, it is important to note that in implementing the changes necessary for the development of inclusion in education, all schools should consider several key aspects:

¹ IB mission (<https://www.ibo.org/about-the-ib/mission/>)

² Guidelines for the development of inclusion in education (2022). Education, Science and Sports Ministry ([https://smsm.lrv.lt/uploads/smsm/documents/files/aalaikini/Itraukties%20svietime%20pletros%20gaires%20final\(1\).pdf](https://smsm.lrv.lt/uploads/smsm/documents/files/aalaikini/Itraukties%20svietime%20pletros%20gaires%20final(1).pdf))

1. The student must develop in an environment that meets one's individual needs as much as possible.
2. The school must ensure quality education and support for all students.
3. After considering the child's educational and other needs, the parents/guardians must choose the school that best meets the child's needs based on the recommendations of specialists.
4. State institutions, municipalities and schools must strive for constant and consistent development of inclusion in education and properly administer resources.

According to the Education Law of Lithuania, gifted children should be educated in general classes at all schools, but their special needs must be identified, their level of talent determined and appropriate special education designed. Referring to reports of specialists, educational assistance is provided as needed (teachers, pedagogical and psychological services, and school psychologists).

PURPOSE OF INCLUSION POLICY

The purpose of this document is to outline the Inclusion policy at Tauragės “Versmės” gimnazija in align with all-inclusive access regulations authorized by the IB.

Tauragės “Versmės” gimnazija is:

- promoting a safe, welcoming, protective, and supportive learning environment in order for students with special educational needs to thrive academically, socially, and emotionally.
- non-discriminatory against students and prospective students with special educational needs, both in the admissions process and in the provision of education and associated services.
- holding a view of a student’s education as a partnership between the student, the parents/guardians, the school, the teachers, and the community.

The school aims to provide each student with the best chance to meet learning potential, address the short-term and long-term needs of each individual student and provide support in the most appropriate way with the available resources, determine responsibilities of all stakeholders and engage them in creating equal opportunities for students with exceptional needs.

Main principles:

1. to ensure all students are provided equal access to the IB curriculum and academic rigor, including opportunities to pursue individual interests, regardless of individual abilities and needs.
2. to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential.
3. to utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.
4. to ensure that students with inclusion will follow the same curriculum as their peers, making modification of content or assessment when required and in align with programme regulations.
5. to provide in-class and/or out-of-class (individual consultation, extra lessons, etc.) learning support.
6. to communicate the responsibilities of all stakeholders in the success of students with special educational needs.

7. to provide optimal support for students with special educational needs and abilities which is not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support.
8. to provide support of psychologist and social pedagogue when needed.
9. to ensure the confidentiality of inclusion case/s and limited access to documentation.
10. to make inclusive access arrangements requested for a candidate as one usual way of working during his or her course of study.

This access and inclusion policy highlights the inclusive access arrangements available for IB assessment in the Diploma Programme (DP). This emphasis is used to plan access arrangements for students during learning and teaching. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching).

ROLES AND RESPONSIBILITIES

Responsibilities of the school leadership:

- The school leadership makes sure that the special provisions requested for a student follow the IB practices, procedures, and policies.
- The school leadership provides guidance to students, their parents/guardians and teaching staff to ensure effective collaboration in aiding the learning process.
- The school leadership implements timetable structures, available resources and facilities, forms of communication and updates to a student, parents/guardians, and staff members to implement special needs.
- The school leadership cooperates with parents/guardians and specialists in a situation where a teacher assistant is needed and makes sure that the assistant has appropriate pedagogical qualifications and is fully accepted by the school management before entering the classroom.
- The school leadership maintains a strength-based and affirmative learning environment, funds infrastructural changes needed to ensure the access to learning facilities.
- The school leadership ensures that inclusive access arrangements for a candidate are well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
- The school leadership plans inclusive access arrangements for the candidates based on the IB criteria as stated in the IB policy “*Access and inclusion policy*” and teachers’ observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, the IB DP Coordinator must first consult the IB.

Responsibilities of the IB DP Coordinator:

- The IB DP Coordinator ensures that the candidate and her/his parents/guardians are familiar with the IB policy “*Access and inclusion policy*” and will provide detailed information on the possible

provisions the school may provide for the student within its capabilities and in line with the IB regulations during the course of study and in the examination room.

- The IB DP Coordinator provides support/consultation to the student with special education needs in the process of choosing her/his subject courses for the Diploma Programme based on the student's individual strengths and challenges. The subjects chosen should allow the student to demonstrate strengths and empower as learners. IB DP Coordinator may consult the IB for advice before the student starts the studies.
- The IB DP Coordinator works collaboratively with the leadership staff and specialists to support the student with access arrangements during the course (e.g. the use of ICT, internal deadline extension, reader, etc.).
- The IB DP Coordinator informs the student and her/his parents/guardians about all documentation needed to obtain authorization from the IB for inclusive arrangements during the examination session. In due time the IB DP Coordinator will obtain the student's consent to submit appropriate documentation requesting such arrangements and submit the request to the IB, monitor the process and provide updated information to the students and her/his parents/guardians.
- The IB DP Coordinator guides IB teachers in their planning to meet the access requirements of students for all their work during their educational journey in the school.
- The IB DP Coordinator assures confidentiality of the information about a student to be shared with parents/guardians/psychologist/school leadership.

Responsibilities of the IB DP teachers:

- The IB DP teachers must plan the learning/teaching process to meet the access requirements of their students from the very beginning of their study as well as remove or reduce barriers but they must neither be more nor less than what the student requires.
- The IB DP teachers must use individual access arrangements for a student learning and teaching during classroom instruction, classwork and related activities and tests.
- The IB DP teachers on the request prepare written educational evidence (observational report, a detailed individualized educational plan for the student or a sample of work done under timed conditions) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Responsibilities of the parents/guardians:

- Parents/ guardians' duty is to make sure all valid information about their child's exceptional education needs are communicated to the school in the process of application.
- Parents/guardians plays an active role in the student's education.
- Parents/ guardians are expected to maintain ongoing pro-active communication with the school, especially subject teachers, teacher assistant, supporting specialists and DP Coordinator. They should also communicate any changes in their child's special education needs and provide all documentation (including medical reports) requested by the school and the IBO.
- Parents/guardians are responsible for paying all fees and expenses if any related to any extra support their child will receive at school.

ADMISSION PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

All students are welcomed at Tauragės “Versmės” gimnazija and can apply in the IB DP classes in compliance with the School’s Admission Policy. Referring to the IB regulations, all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.

Candidates with inclusive access arrangements enrolling the IB DP at Tauragės “Versmės” gimnazija should contact the school’s administrative staff and IB DP coordinator beforehand to discuss what support is needed for the student (long-term learning support requirements, temporary medical conditions, or additional language learning. (*Access and inclusion policy*”, Updated in February 2022) and evaluate the possible provisions the school may provide for the student within its capabilities and in line with the IB regulations during the course of study and in the examination room. Parents/guardians must provide official documents from the specialists which indicate the diagnosis and support needed.

The IB DP Coordinator provides support/consultation to the student with special education needs and one’s parents/guardians in the process of choosing subject courses for the Diploma Programme based on the student’s individual strengths and challenges as well as support needed.

In case the inclusive access arrangements for a candidate are not in line with the eligibility criteria stated in this policy, the IB DP Coordinator must first consult the IB and only after the official response is received from the IBO, the admission procedures could be continued.

INCLUSIVE ACCESS ARRANGEMENTS IN CLASSROOM

When students are seen for who they are and considered in terms of their strengths and challenges, not their labels, teachers are better able to create learning opportunities that enable every student to develop and pursue appropriate personal goals. It is important to proactively design to create optimal learning environments for all students. Consider students’ needs, preferences, and strengths through a proactive, intentional design process. Develop knowledge of Universal Design for Learning (UDL) to move from differentiated instruction for some students to a proactive design of the curriculum for all students. So, it is the responsibility of all educators, supported by the community, to develop optimal learning environments. Developing a positive classroom climate conducive to supporting the learning of all students requires that:

- students are accepted for who they are
- students are valued for their strengths
- students are appropriately challenged by their learning
- expectations of students are high but realistic
- students belong to the community and feel cared for, trusted, understood, valued and safe
- students are listened to, have their opinions sought, and are provided with opportunities to succeed
- students are included in decisions about their learning
- students are given opportunities to reflect on their learning
- students understand themselves as learners

- students have the opportunity to develop the attributes of the learner profile
- students have the opportunity to develop as multilingual citizens
- students have access to the relevant IB programme components to the greatest extent possible
- students understand their role in the learning of others
- students are supported in developing the skills to self-advocate³.

The school believes that all students should be given opportunities to improve their understanding and that those opportunities should be as fair as possible. Standard assessment conditions may put students with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. The purpose of inclusive access arrangement is to remove or reduce barriers that students may face in learning, teaching, and assessment. So, assessment should:

- be accessible in terms of design, content and medium to give every student the opportunity to succeed
- be ongoing, diverse, and relevant to the learner
- actively inform and involve learners
- be focused on learner progress
- allow for differentiated assessment with different entry and exit points
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure
- be explicit so that the purposes and outcomes of the assessment process are understood by all
- measure both product and process—what type of learning, how and under what condition⁴.

When the school recognizes that a student has access requirements, the IB's inclusive access arrangements are used in conjunction with teacher observations to plan access arrangements for all learning activities. The inclusive access arrangements are based on the principle of optimal support and must be accurately planned for to remove or reduce barriers; they must be neither more nor less than required. Inclusive access arrangements enable students to successfully demonstrate their understanding, and continued monitoring ensures that the arrangements remain the optimal support for that student.

Inclusive access arrangements are not solely limited to the assessment process and therefore should be put in place for all learning and teaching activities so that they reflect the customary ways of working for that student.

Scaffolding to support independence learning

IB DP teachers are encouraged to use scaffolding as it involves developing student independence and provides access to the curriculum for all students. Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery while receiving constructive learning feedback at all stages. Scaffolds such as pre-teaching, demonstrations,

³ Learning diversity and inclusion in IB programmes, IBO, 2020

⁴ Learning diversity and inclusion in IB programmes, IBO, 2020

experiential learning, chunking information, visual aids, templates, and graphic organizers can be designed so that prompts are diminished over time and independence is fostered

Individual learning plan

To effectively meet the needs of the students with inclusive access arrangements, the IB DP teachers collaborating with leadership staff, support specialists and parents/guardians, prepare an individual learning plan focusing on a student's individual strengths and challenges, clearly stating learning outcomes which are relevant to the student and leading to the progress (scaffolding), indicating teaching and learning strategies in align with the IB approaches to teaching and learning (ATL), setting assessment forms and criteria.

The individual learning plan (see *Appendix 1*) is prepared in response to the official document provided by the parents/guardians during the admission process since the specialists (doctors, psychologists, etc.) indicate the diagnosis and learning support needed in the document which is crucial for meeting the student's learning needs. As sensitive information about the student is provided in the documents, all involved parties should respect confidentiality.

IB DP teachers together with support specialists, teacher's assistants are responsible for individual learning plan development, monitoring, reflection, since IB DP coordinator initiates the review of the individual learning plan twice a school year (after 1st and 2nd semester) by organizing the meeting of IB DP teachers, support specialist, a student's parents/guardians, and leadership staff members.

INCLUSIVE ACCESS ARRANGEMENTS FOR EXAMINATIONS

Procedures for requesting inclusive access arrangements for examinations:

1. An application for inclusive access arrangements must be submitted on behalf of a candidate by the IB DP coordinator using the online request form on *IBIS*.
2. All requests for inclusive access arrangements submitted by the IB DP coordinator must have the support of the Head of school.
3. If a candidate's registration has been deleted or changed after approval of inclusive access arrangements, it is the responsibility of the school to re-apply for the arrangements as the original authorization will be invalid. Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s)/guardian(s).
4. If a candidate wishes to withdraw the request for inclusive access arrangements before a transfer, he/she must inform the school of this at the time of transfer. Then, the school IB DP coordinator immediately informs the IB of this request in writing.
5. It is the responsibility of the school to request for examination re-scheduling for the candidate where required (in align with *Assessment procedures*).
6. If a student has difficulties meeting any non-assessment requirements of a programme, the IB DP coordinator contacts IBO to plan the inclusive access arrangements.

Procedures of administering inclusive access arrangements during examinations:

1. The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher, or a representative from an advisory service where a conflict of interest may be apparent or perceived.
2. The school is responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations.
3. The school is responsible for ensuring that all equipment authorized for a candidate function correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).
4. The parents/guardians are responsible for paying expenses for support needed.

Evidence required (supporting documentation) from the students and parents/guardians

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required:

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

A psychological/psycho-educational/medical report must be written by medical, educational, or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated.
- state the title, name, and professional credentials of the person(s) who has undertaken the testing.
- state specifically the tests or techniques used.
- be consistent with the coordinator's request for access arrangements.
- be accompanied by a translation into English if it is not written in this language.
- IB working languages.

All psychological/psycho-educational reports must:

- state the candidate's performance on nationally 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.

All language test reports for additional language learners must:

- state the standardized language test used

- state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in the *Access and inclusion policy* (IBO, February 2022, section 5.2 and 5.3).

Arrangements not requiring authorization:

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group under the constant supervision of an invigilator.
- The IB DP coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary, a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs, and individual workstations with acoustic screens for candidates who are hypersensitive to sound. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling, or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.
- If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological, or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The IB DP coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations.

Arrangements requiring authorization:

- Access to modified papers and examination papers in Braille.

- Access to additional time. Additional time for IB assessments will be authorized on the basis of the eligibility criteria stated in the *Access and inclusion policy* (IBO, February 2022). The amount of additional time given to a candidate is directly linked to the degree of the access requirement.
- Access to writing (Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges).
- A reader, scribe and/or prompter. A candidate who requires access to writing may be supported by a reader, scribe and/or prompt to produce their written responses.
- In order to be eligible to use a word processor as an access arrangement, a candidate must show evidence of at least one of the following:
 - ✓ The standard score on a free-writing speed test is below average for his or her age.
 - ✓ The standard score on written expression/spelling/information processing/working memory is 90 or less.
 - ✓ The candidate has a medical, physical, or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
 - ✓ The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.
- Speech recognition software. In order to be eligible to use speech recognition software as an access arrangement, a candidate must show evidence of at least one of the following:
 - ✓ The standard score on a free-writing speed test is below average for his or her age and below average speed for his or her age in typing.
 - ✓ The standard score on written expression/spelling/information processing/working memory is of 90 or less and below average speed for his or her age in typing.
 - ✓ The candidate has a medical, physical or sensory condition that renders him or her incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task.

In addition to at least one of the above, it is mandatory that use of the requested speech recognition software is the candidate's usual way of working in classroom tasks and tests.

- Transcriptions. A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is not available to candidates with poor handwriting and no identified challenge. To be eligible to use transcriptions as an access arrangement, a candidate must show evidence of at least one of the following:
 - ✓ The candidate has a medical, physical, or sensory condition that causes writing challenges such that his or her written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer.
 - ✓ The candidate has a medical, physical, or sensory condition that causes difficulties in accessing the Scantron (bubble sheets) answer sheets.

- Access to reading (reading software, examination (reading) pen). Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision. To be eligible to use a reader as an access arrangement, a candidate must show evidence of at least one of the following:
 - ✓ The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
 - ✓ The candidate has a medical, physical, or sensory condition due to which he or she either cannot read or has difficulty in reading
- Access to speech and communication:
 - ✓ Sign language interpreters: authorization may be given to a candidate with hearing challenges to have access to sign language interpreters in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests.
 - ✓ Augmentative communication device: to be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech challenges. It is required that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device. Access to an augmentative communication device cannot be applied to some of the assessment criteria in language acquisition. Schools must contact the IB for further advice.
- Access to practical assistance. A candidate with a physical, sensory, or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.
- Access to calculators. A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (a basic calculator performing only the functions of addition, subtraction, multiplication, and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.
- Access to extensions to deadlines. To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work). A request for an extension to a deadline must be received by the IB before the normal deadline.
- Access to deferral of external assessment. Deferral of one or more subjects to the next or future examination session may be possible for a candidate if:
 - ✓ their study has been greatly affected during the programme
 - ✓ deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.

To be eligible for a deferral, a candidate must show evidence of a learning, medical or psychological challenge that makes a deferral necessary for the candidate to access the programme requirements.

A decision to defer can be made at the start of the programme and advice can be sought from the IB for this.

- Additional opportunities to retake exams. A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.
- Access to alternative venues. Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions. The policy for alternative venues is covered under the examinations section of the relevant *Assessment procedures* publication.
- Access to reasonable adjustments. Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements. Schools must consult with the IB before planning any reasonable adjustments for a candidate. The decision on the most appropriate reasonable adjustment will be made by the IB after engaging in discussions with the school.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

INCLUSION POLICY REVIEW

This policy is a working document. It is reviewed every 2 years or when the IB policies/regulations change and when it is required due to other circumstances. To ensure it aligns with the school's and IB DP procedures and regulations, the policy is reviewed at a general meeting of IB DP teachers, organized by school's IB DP coordinator at the end of the school year. Beforehand, the observations about implementation of inclusive access arrangements procedures are gathered and communicated to the IB DP teaching staff and administrative staff of the school and considered during the review of the policy.

COMMUNICATION OF THE SCHOOL'S INCLUSION POLICY

The policy is available on the school website (<https://versme.org/>) and is presented to students and their parents/guardians, teaching and leadership staff in the cases of inclusive access arrangements procedures. New IB staff, support specialists, teacher's assistants will be familiarised with the document during orientation.

References:

1. *IB mission* (<https://www.ibo.org/about-the-ib/mission/>)
2. *Programme standards and practices* (IBO, March 2019)
3. *Access and inclusion policy* (IBO, February 2022)
4. *Learning diversity and inclusion in IB programmes. Removing barriers to learning* (IBO, May 2020)
5. *The IB guide to inclusive education: a resource for whole school development* (IBO, November 2019)
6. *Meeting student learning diversity in the classroom. Removing barriers to learning* (IBO, December 2019)
7. *The IB guide to inclusive education: a resource for whole school development* (IBO, November 2019)
8. *Developing and aligning a school inclusion policy with the programme standards and practices* (IBO, February 2023)
9. *Guidelines for the development of inclusion in education* (2022). Education, Science and Sports Ministry ([Itraukties svietime pletros gaires final\(1\).pdf \(lrv.lt\)](#))

Appendix 1. Individual learning plan (Inclusion policy)

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(Inclusion policy)

Tauragės “Versmės“ gimnazija (049284)

Inclusive access arrangements

INDIVIDUAL LEARNING PLAN

Student’s name, surname.....

Grade.....

Subject.....

Diagnosis and learning support needed (legal documents)

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			Remarks, reflections, results achieved
1	Period of inclusive access arrangements		
2	Short-term aims and objectives of inclusive learning		
3	Long-term aims and objectives of inclusive learning		
4	Teaching time allocated (classes per week)		
5	Detailed course outline (themes, topics, practical work, etc)		

6	Teaching and learning methods, forms, resources		
7	Assessment forms and criteria		
8	Learning outcomes (indicators to measure the success)		
9	Student's individual strengths and challenges		
10	Support/assistance needed (human or assistive technology)		

Name, Surname, Signature of the student.....

Name, Surname, Signature of a parent/guardian.....

Name, Surname, Signature of the subject teacher.....