

INCLUSION POLICY

Gymnázium FOSTRA International

The IB Diploma Programme

Effective: September 2025

Next Review: August 2026

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.

Fostra Mission Statement

Fostra's mission is to cultivate students' personal growth, equip them with 21st-century competencies, and instill a sense of social responsibility, thereby preparing them for a fulfilling and successful future.

IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. IB learners strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

INCLUSION PHILOSOPHY at FOSTRA

In addition to the IB principles, our school fully adheres to Czech legislation concerning students with Special Educational Needs (SEN).

Our mission is to make the IB DP accessible to all students who may be interested in pursuing this programme.

Purpose of the SEN Policy

We at our school acknowledge that students may encounter various challenges that affect their learning. It is our responsibility to provide appropriate support to help them overcome these obstacles and to create an inclusive environment that promotes their academic success.

The primary aim of this policy is to outline how our school ensures equity and a fair approach within the educational process. More specifically, the policy seeks to:

- Guarantee that all students have equal opportunities to participate in the IB Diploma Programme
- Foster a curriculum that enables all students to reach their full potential
- Ensure that all stakeholders are well-informed about the school's approach to supporting students with SEN
- Emphasize that all staff members are encouraged and expected to support every student equally

Special Educational Needs refer to any student needing support and extra help beyond the general curriculum. More specifically, the term represents a broad range of possible learning and assessment needs.

We recognize that there are many possible needs and therefore, we aim to support both students with any learning disabilities and also encourage talented students.

These students may fall into various categories, including (but not limited to):

- individuals on the autism spectrum or with Asperger's syndrome
- those with attention deficit or attention deficit hyperactivity disorder (ADD/ADHD)
- students affected by ongoing medical conditions or chronic illnesses
- individuals experiencing mental health challenges
- students with physical impairments
- those with visual disabilities
- exceptionally gifted or talented learners

Our school is committed to:

1. searching for students requiring special attention in education
2. preparing proposals for the care of the students referred to in point 1.
3. identification of the diagnosis of special educational needs and intervention activities in cooperation with school counselling centres primarily to students:
 - a) with specific learning difficulties
 - b) with educational and learning difficulties
 - c) students with special educational needs
 - d) talented and gifted students
 - e) failing in education due to a socially disadvantaged environment or an unsupportive family environment
 - f) support for students with special educational needs according to Section 16 of Act No. 82/2015:

A student with special educational needs is defined as a person who needs the provision of support measures to fulfil his/her educational potential. Supportive measures mean necessary adjustments in education and school services appropriate to the student's health, cultural background or other living conditions.

Supportive measures consist of:

1. counselling assistance from the school and the School Counselling Centre
2. adjustments to the organisation, content, assessment, forms and methods of education
3. the use of compensatory aids, special textbooks and special teaching aids
4. modification of the expected learning outcomes
5. the use of teaching assistants

Special Educational Needs Form

To serve the student's educational development better, we have set up a School Counselling Centre in our school and we use the following document to be filled in:

Our School support plan

Name and surname of the student (hereinafter referred to as 'student')	
School	
Class	
Reason for SEN	
Date	
I. Characteristics of the student and his/her difficulties (strengths, weaknesses, description of difficulties, pedagogical or special-educational diagnosis with the aim of determining adjustments in education, current state of health, other circumstances affecting the setting of support)	

II: student development goals	
III. Support measures at school	
a) Teaching methods (specification of adjustments to methods of working with students)	
b) Organisation of teaching (adjustments to the organisation of teaching in the classroom or outside the classroom)	
c) Student assessment (specification of adjustments to assessment, how we assess, what we assess, criteria)	
d) Materials (textbooks, worksheets, ICT technology, etc.)	
e) Requirements for the organisation of the teacher(s)' work	

IV. Support measures in the context of home preparation (description of adjustments to home preparation, form and frequency of communication with the family)	
V. Support measures of other kinds (respect health, stress situation in the family or school - relationship problems, position in the classroom, in which activities, in what way)	
VI. Fulfilling the objectives of the SEN	Date
VII. Recommendations for professional examination	Yes No Others
Roles Name	Signature and Date
Class Teacher	

Subject teachers	
School Counsellor	
Parent/Guardian	

Assessment of Students with Special Educational Needs and Gifted Students

- 1) The evaluation and grading of students take into account the specific characteristics of their disabilities. This applies to all subjects in which the student's disability affects their performance.
- 2) During assessment and grading, teachers focus on motivating students by emphasizing what they have successfully learned. A variety of assessment methods are encouraged, such as using scoring systems or indicating the number of mistakes rather than focusing solely on deficits.

- 3) The class teacher collaborates with the school's special education advisor and other subject teachers to determine appropriate assessment strategies.
- 4) It is the responsibility of the class teacher to explain the principles of individualised assessment and grading to the rest of the class, fostering understanding and inclusivity.
- 5) The identification of exceptionally gifted students is carried out in cooperation with a local educational counselling center.
- 6) School principals may organize special groups for exceptionally gifted students, allowing them to study selected subjects either within their own grade or together with students from other grades.
- 7) Exceptionally gifted learners can be offered an Individual Education Plan (IEP), which is aligned with the school's curriculum.

Inclusive Access Arrangements in the IB Programme

In case of students with special needs, the IB coordinator—working closely with the school's counselling services—can request one or more of the following assessment arrangements (see below). These inclusive access arrangements must be consistent with the student's usual way of learning and teaching, and require formal authorization from the IB before being applied in summative assessments.

The coordinator is responsible for submitting applications for inclusive access arrangements on behalf of students. While teachers may assist in completing the documentation, the coordinator must ensure that requests:

- are supported by the head of school,
- include the required supporting evidence (a recent psychological/medical report or language test, plus educational evidence from the school),
- are justified as necessary for the student's current access requirements, and
- are submitted by the official deadlines set out in the relevant *IB Assessment Procedures*.

Before a request can be submitted, the school must also obtain consent from the student (if of legal age) or from their parents/legal guardians.

The IB coordinator must submit requests for inclusive access arrangements well before the examination session, by the official deadlines published each year in the *IB Assessment Procedures*. Applications are made through the IB's secure online system, with the support of the head of school. Each request must include the required supporting documentation (such as recent

psychological/medical reports or standardized language test results, together with educational evidence from the school). The coordinator is responsible for ensuring that the request reflects the student's normal way of working and is fully justified. Importantly, no arrangements may be applied in IB assessments until formal authorization has been granted by the IB.

The IB coordinator can request one or more of the following assessment arrangements:

- Use of Technology: Candidates may be permitted to complete written examinations using a computer, provided that the software and devices used comply with IB regulations for that specific exam.
- Extended Time: An additional 25% of the standard examination time may be granted to students who require more time to complete written assessments or certain components of internal assessments.
- Use of Scribes: When a student is unable to write responses by hand or use a computer, a scribe may be appointed to write down dictated answers for both external and internal assessments.
- Rest Breaks: Supervised rest periods may be scheduled during exams. While resting, students are not permitted to engage with the exam in any way.
- Readers: A reader may assist by reading the exam questions and the student's responses aloud. However, they are not allowed to explain content or offer guidance on how to answer.
- Audio Response: If a student cannot respond to exam questions in writing or by dictation, and a scribe is not a suitable option, they may be allowed to record their answers as audio responses.
- Exam Paper Modifications: Adaptations such as large print or braille versions of examination papers can be provided for candidates with visual or hearing impairments.
- Audio Format of Exam Papers: For assessments that do not include visual components like diagrams or maps, a limited number of exams may be made available in audio format on CD.
- Prompters: For students who struggle with severe attention deficits due to neurological or cognitive conditions, a prompter can be used to gently refocus the candidate's attention on the exam.
- Communicators: For students who are hearing-impaired, communicators may support them during the examination through lip-reading, sign language, or finger-spelling.
- Alternative Exam Venues: In situations where a student is medically unfit to attend school during the examination period, the IB may permit the exam to be taken at an alternative location, such as the student's home or a hospital, provided there is appropriate medical documentation.
- Deadline Extensions: If a candidate is unable to complete coursework or internal assessment tasks due to illness or an accident, the IB may grant an extension for submission, depending on the coordinator's request and supporting evidence.

- **Support with Practical Tasks:** Candidates with physical disabilities may receive permission to have assistance during practical components of internal assessment, enabling them to participate in line with their abilities.
- **Transcription Services:** If a candidate has a diagnosed specific learning difficulty or physical disability that results in illegible handwriting and cannot use a computer, the IB may allow transcription of the candidate's work. This arrangement is not permitted for candidates with poor handwriting alone, unless a recognized special need is formally identified.

These inclusive access arrangements are implemented in line with the school's Assessment Policy to ensure consistency, transparency, and fairness in all forms of assessment.

Individual Education Plan (IEP)

Our school develops Individual Education Plans (IEPs) for students whose specific learning needs or difficulties warrant such support. Each IEP is tailored individually to address the unique requirements of the student. The planning process involves collaboration and consultation with all relevant teachers, members of the leadership team, and the student's parents. Additionally, the creation of these plans is closely coordinated with local psychological and educational support services to ensure they accurately reflect the student's diagnosed condition.

Leadership and Governance

Our school has formed a dedicated team responsible for implementing, reviewing, and maintaining this policy on an ongoing basis. This team, composed of members of the school leadership, the IB coordinator, the career counselor, and the SEN consultant, plays a central role in ensuring the policy's effectiveness and application across the school.

The team's responsibilities include:

- Regularly evaluating the effectiveness of the policy
- Ensuring consistent implementation by all staff members
- Keeping the entire staff informed about any revisions or updates
- Introducing new staff to the policy, including its purpose and content
- Providing ongoing professional development and support to staff
- Guaranteeing that the educational and support needs of all students are fully addressed

Responsibilities and Support

Student Responsibilities and Support

Our school is committed to providing appropriate and effective learning support to all students, while also promoting their overall well-being and offering guidance to help them achieve academic success. For support measures to be fully beneficial, students are encouraged to:

- Communicate openly about their feelings and individual needs related to learning and school life
- Ask questions whenever they encounter uncertainty or confusion
- Take an active role in conversations and decisions regarding their personal learning needs
- Engage actively with the recommended strategies and learning methods offered to them

Teacher Responsibilities and Support

Our school ensures that all teaching staff have access to comprehensive information about students with Special Educational Needs (SEN). Teachers are also encouraged to expand their expertise in this area through ongoing professional learning.

All teachers are expected to:

- Uphold the values and educational philosophy of the IB
- Follow national laws and regulations related to special education
- Take part in relevant professional development, such as SEN-focused training and workshops
- Apply the teaching strategies and arrangements outlined in Individual Education Plans (IEPs) and other SEN documentation
- Work collaboratively with the School Counselling Centre and the IB coordinator
- Regularly assess the effectiveness of teaching strategies and monitor student progress
- Provide input and feedback during reviews of SEN support and documentation

Personal data collected during the admission process are used solely for evaluating applicants' eligibility for the IB Diploma Programme and are handled in compliance with the EU General Data Protection Regulation (GDPR). All information is stored securely and accessed only by authorized staff involved in the admissions process.

Data Protection and Confidentiality (GDPR)

Fostra processes assessment data in line with GDPR and Czech legislation. Access to student assessment records (Edookit, secure school drives, and IBIS for IB components) is limited to relevant teachers, the IB Coordinator, school leadership, and the School Counselling Centre on a need-to-know basis. Data are used solely for teaching, learning, and statutory reporting. Students and parents have rights of access, rectification, and portability as defined by GDPR. Assessed student work for school purposes is normally retained for one year (unless needed longer for moderation or legal

obligations); IB assessment materials are retained according to IB regulations. Any third-party processing (e.g., IBIS) follows appropriate data-processing agreements.

The IB DP coordinator

The IB DP coordinator is fully informed about all SEN matters well in advance by the School Counselling Centre, and all necessary adjustments for the final examinations are discussed with him/her. The IB DP coordinator is responsible for obtaining approval from the IB in order to make necessary assessment arrangements.

Review of the policy

This policy is available on the school website and is distributed to all students and parents at the beginning of the IBDP programme.

This document needs to be reviewed regularly at the beginning of each school year, and it is vital that all stakeholders are informed after every review.

Any revisions to the policy are communicated promptly via email newsletters, the school's online portal, and in-person briefings for relevant stakeholders.

This document was prepared in cooperation of the school leadership team, the IB coordinator and the School Counselling Centre.