

Inclusion and special education needs policy

for use in the *International Baccalaureate Diploma Programme* at
SZTE Báthory István Gyakorló Gimnázium és Általános Iskola



1. Introduction

At SZTE Báthory István Gyakorló Gimnázium és Általános Iskola, we are committed to the values of inclusion, defined as "a continuous effort to enhance access and participation in learning for every student by recognizing and eliminating obstacles." Inclusion promotes a collaborative environment, built on mutual respect, support, and a problem-solving mindset across the entire school community.

2. IB standards and practices for learning diversity support

In accordance with IB standards and practices, we are dedicated to fostering learning diversity through multiple components of our educational framework, as outlined in the IB Programme standards and practices.¹

- **Purpose (0101):** The school develops a mission, vision and strategy that reflect the IB mission and philosophy.
- **Leadership and governance (0201):** The leadership and governance of IB World Schools create and sustain high-quality learning environments.
- **Student support (0202):** Learning environments in IB World Schools support student success.
- **Teacher support (0203):** Learning environments in IB World Schools support and empower teachers.
- **Culture through policy implementation (0301):** Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.
- **Coherent curriculum (0401):** Learning in IB World Schools is based on a coherent curriculum.
- **Students as lifelong learners (0402):** Learning in IB schools aims to develop students ready for further education and life beyond the classroom.
- **Approaches to teaching (0403):** IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.
- **Approaches to assessment (0404):** Learning, teaching, and assessment effectively inform and influence one another.

3. Terminology

- **Inclusion:** Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- **Inclusive access arrangements:** Access arrangements are changes introduced to teaching, learning 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 challenges and enable the student to work around them.

¹ IBO, "Programme standards and practices"

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

- **Learner variability:** A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding, it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, etc.) does not provide sound indicators of a student's potential or appropriate teaching strategies.
- **Reasonable adjustments:** Changes or additional conditions to the assessment process which may not be standard and are not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.
- **Student with special education needs (sajátos nevelési igényű / SNI tanuló):** A student requiring special treatment based on the expert opinion of the expert committee, who struggles with physical disabilities, sensory impairments, intellectual disabilities, speech impairments, multiple disabilities, autism spectrum disorder, or other mental developmental disorders (severe learning, attention, or behavioral regulation disorders).

4. General principles

Our inclusive assessment arrangements are based on the following general IB principles:

- Education for all is considered a human right.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and whole growth for every student.
- Every educator is an educator of all students.
- Learning is considered from a strength-based perspective.
- Learning diversity is valued as a rich resource for building inclusive communities.
- All learners belong and experience equal opportunities to participate and engage in quality learning.
- Full potential is unlocked through connecting with, and building on, previous knowledge.
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
- Multilingualism is recognized as a fact, a right, and a resource.
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.
- All students in the school community have a voice and are listened to so that their input and insights are taken into account.
- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Diversity is understood to include all members of a community.

- All students experience success as a key component of learning.

5. IB principles for inclusive assessment arrangements

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 in this policy.
- Be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).
- Be based on the principle of optimal support, which means that they must be accurately planned to remove or reduce barriers during teaching, learning, and assessment. They must neither be more nor less than what the student requires.
- Be put in place as soon as the need for additional support is identified by a professional such as a psychologist.
- Be in place throughout the course of learning and teaching, including for all formative assessments.
- Be monitored, evaluated, and reviewed at periodic intervals, so that they continue to provide the optimal level of support.

6. Meeting students' needs at SZTE Báthory István Gyakorló Gimnázium és Általános Iskola

We are dedicated to meeting our students' needs within the IB DP through the following practices:

- Teachers adapt content, process, or product to meet students' diverse learning needs and abilities.
- Potential learning challenges are identified, and appropriate differentiation is provided within the classroom.
- Inclusive assessment arrangements are planned, evaluated, and monitored for effectiveness in the classroom and during examinations.
- Arrangements are discussed with students and parents beforehand, taking their feedback into account. It is the responsibility of parents to proactively address their child's assessment needs and provide necessary documentation.
- External support from health or psychology may be sought for students requiring additional assistance.
- Certain arrangements are permitted in examinations at the discretion of the coordinator without prior authorization.

- The Diploma Coordinator gets permission from students and parents to send professional reports to the IB Assessment Centre for inclusive assessment arrangements, which must be approved by the school's head. Once authorized by the IB, the Coordinator shares the details with students, parents, and teachers.
- Special arrangements may include access to modified papers, additional time, writing assistance, reading assistance, speech and communication support, calculators, practical assistance, extensions, and exemptions according to the official expert opinion.

7. Inclusive access arrangements

The school is responsible for meeting all students' learning needs by providing appropriate inclusive access arrangements. Planning such arrangements starts with identifying barriers in the classroom through observation, past records, and input from parents and experts. Arrangements begin as soon as a need is identified and are used in teaching as well as assessment. Needs can vary by subject and evolve over time, so they are reviewed regularly.

Inclusive access arrangements are provided in all testing and assessment situations for students with special needs. The special education needs lead is responsible for collecting necessary documentation from students (i.e. expert's opinion, which includes the specific recommendations for learning) and informing the DP coordinator and teaching staff about inclusive access arrangement needs. Examples include, but are not limited to:

- Providing students with additional time during examinations
- Use of a computer with word processor for a written task
- Rest breaks during assessments
- Scribes or readers for students with physical or visual challenges
- Modified examination papers, e.g. enlarged print
- Use of assistive technology, e.g. screen readers
- Use of a different method of response.

All IB assessment arrangements follow IB policy and eligibility criteria. In the case of an arrangement that deviates from the IB policies, the school consults the IBO. The DP coordinator is responsible for submitting access arrangement requests which include the proper supporting documentation.

8. Academically gifted students

Academically gifted students are those students who possess traits, cultivated through practice, that enable them to perform far beyond the average in one or more areas of human activity. At SZTE Báthory István Gyakorló Gimnázium és Általános Iskola, talent development is carried out through differentiation and individual development. Differentiation may appear in tasks, contents, methods, tools, and requirements in the learning process. The schools' main responsibilities are identifying and developing academically gifted students, as well as evaluating the effectiveness of their development.

The development of academically gifted students is carried out within differentiated classroom work and extracurricular activities, e.g. individual consultations, clubs, groups, and competition preparation sessions. Subject-specific and interest-specific clubs are always started based on demand. We encourage our students to participate in academic competitions and, if needed, make it possible for them to prepare individually within the framework of special sessions for the given competition.

9. School responsibilities

As an IB DP school, SZTE Báthory István Gyakorló Gimnázium és Általános Iskola takes on the following responsibilities to support inclusion:

- We guide students and parents on programme requirements and subject choices during admissions.
- Students with learning support needs receive appropriate teaching and assessment arrangements.
- Teachers collaborate early to address candidate needs.
- Inclusive assessment arrangements are planned in advance for classroom activities.
- We continuously monitor and evaluate the effectiveness of these arrangements.
- Our goal is to mitigate disadvantages without giving undue advantage.
- All requests for inclusive assessment arrangements are submitted to the IB by our IB DP coordinator with the necessary consent of student and/or parents and support from the Head of School.
- We handle arrangements for scribes, readers, prompters, and assistive technology.
- We maintain open communication with parents and value their input.
- We ensure confidentiality and respect privacy in providing support.
- Our SEN policy aligns with IB expectations and is regularly reviewed to meet student needs.

By following these principles and practices, we aim to create a learning environment where every student can achieve their full potential and make valuable contributions to the school community.

9. Parents' responsibilities in supporting the Inclusion policy

Understanding and Supporting School Policies:

- Parents are expected to familiarize themselves with the school's inclusion policy and actively support its implementation. This includes respecting the school's values of diversity, equity, and inclusion in all interactions.

Collaboration with the School:

- Collaborate with school staff to identify and address the individual needs of their child.
- Participate in meetings and provide relevant information, such as prior assessments or observations, to help develop and support personalized learning plans.

- Maintain open communication with teachers, counselors, and administrators to ensure their child's success in an inclusive environment.

Providing a Supportive Home Environment:

- Encourage inclusive attitudes at home by teaching children to respect and celebrate differences.
- Support their child's learning by creating a positive and consistent routine that aligns with the school's expectations.

Advocating for Their Child:

- Proactively communicate concerns or challenges their child may face in the learning environment.
- Respectfully advocate for necessary resources or accommodations while understanding the limitations and capabilities of the school.

Participating in the School Community:

- Engage in school activities that promote inclusivity, such as workshops, events, or parent groups.
- Act as role models in fostering an inclusive school culture.

Ensuring Accountability:

- Ensure their child's attendance and active participation in the educational program.
- Follow up on their child's progress and ensure that they meet the agreed-upon goals outlined in their individualized learning plan, if applicable.

Promoting Respectful Communication:

- Foster respectful communication between their child and other members of the school community.
- Address conflicts or misunderstandings in a constructive manner, following the school's conflict resolution procedures.

10. Links between the Inclusion Policy and other policies of the school

10.1. Admissions and Inclusion

In line with IB principles, we ensure that inclusive assessment arrangements are for candidates who can meet all assessment requirements for the diploma or course results. The same standards apply to all candidates, whether they need learning support or not. If a candidate needs inclusive arrangements during admissions, the school will provide them, as long as the student submits the required documentation. These arrangements must not give the candidate an unfair advantage over others.

10.2. Assessment and Inclusion

If standard assessment conditions disadvantage students with learning support needs, they may receive inclusive assessment arrangements. These can be granted by the coordinator or authorized by the IB, and must strictly follow the Academic Integrity policy.

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