



# Special Education Needs Policy The IB Diploma Programme

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## School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

## IB Learner's profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional

balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Gymnázium Šrobárova 1 seeks to support students in both their strengths and weaknesses and to make participation in the IB DP available for as many students as possible. Each candidate with special needs requirements will be seen individually.

Candidates who require inclusive assessment arrangements may have learning support requirements to meet their individual needs. The purpose of the inclusive access is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the students an advantage.

Although the school aims at supporting students with special needs, it must be noted that our school could not offer appropriate studying conditions for students with walking disabilities. Our school belongs to National Heritage of Slovakia, so unfortunately, it is not possible to consider any constructional changes of the school interior (e.g. building a chair lift).

Information about learning difficulties will be treated with discretion. The parents or guardians should not withhold it in the belief that such secrecy will help the students. Parents wishing to know more about the IB inclusive policy and inclusive access arrangements can contact the IB DP coordinator for further information.

The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way during classroom instructions, classwork and related activities and tests. All the teachers must read and understand this policy as well as IB documents *Candidates with special assessment needs* and *Access and inclusion policy*, so that they can plan to meet the access requirements of their students from very beginning of their study. If it is required, an individual learning plan will be created at collaborative planning meeting and reviewed to consider student's progresses.

The IB DP coordinator is responsible for submitting formal requests for inclusive access arrangements and has to do so at least 6 months before the final exams. Any such application must be accompanied by an original medical report translated into English and educational evidence (teachers' observations, sample of work, evidence of access in previous school or year). Preparing this material can be a time-consuming process so it is the best to consult the IB coordinator as soon as the student has enrolled in the IB DP.

At Gymnázium Šrobárova 1 we offer the support of a student counsellor (výchovná poradkyňa), a career counsellor, and a school psychologist, whose work is to support and help the students to be able to complete their education, and to help them deal with individual, time-managing, social challenges. The students can always get in touch with the counsellors with inquiries, personal issues or when they just need somebody to talk to. The IB teachers will participate on inclusion workshops and

school psychologist will report with discretion about particular issues students might face.

**Bibliography:**

Candidates with assessment access requirements. IBO. 2017

Access and inclusion policy. IBO. 2021

Diploma programme: From principles into practice. IBO. 2015

Towards a continuum of international education. IBO. 2008