GYMNÁZIUM ŠROBÁROVA

Diploma Programme

Inclusion Policy

September 2025

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Table of Content

PHILOSOPHY AND RATIONALE 3
IB LEARNER'S PROFILE 3
SCHOOL MISSION STATEMENT 4
SCHOOL ADMISSION POLICY 4
LEGAL FRAMEWORK 5
LEARNING SUPPORT AND PARENTAL INVOLVEMENT 5
ROLES AND RESPONSIBILITIES 6
INCLUSIVE ACCESS AND ASSESSMENT ARRANGEMENTS 6
STUDENT SUPPORT SERVICES 7
POLICY REVIEW AND COMMUNICATION 7
BIBLIOGRAPHY 8

Philosophy and Rationale

At Gymnázium, Šrobárova 1, inclusion is central to our mission and the IB philosophy. We are committed to creating a learning environment that values diversity, equity, and access for all learners. We believe that every student has the right to an education that supports their personal strengths, addresses their challenges, and empowers them to become lifelong learners and responsible global citizens.

Our policy is guided by the **IB Learner Profile**, which develops internationally minded individuals who demonstrate inquiry, knowledge, critical thinking, principled action, compassion, open-mindedness, balance, courage, and reflection.

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.

As 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 strong sense of fairness and justice, and with respect for the dignity and right 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 challenges 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 recognize our independence 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.

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.

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.

School Admission Policy

Gymnázium, Šrobárova 1 is committed to ensuring equitable access to the IB programmes in line with IB philosophy and the principles of inclusion. While we aim to create opportunities for all students who can benefit from the IB curriculum, the number of students eligible to

enter the IB programme is determined by the Ministry of Education, Research, Development and Youth of the Slovak Republic and our stakeholder Košice Self-governing Region. This directive guides the overall enrolment capacity and ensures compliance with national education regulations. Within this framework, the school applies transparent, fair, and inclusive practices to support student entry and participation in the programmes.

For more information see the Admission Policy of Gymnázium, Šrobárova 1.

Legal Framework

Our approach aligns with the IB Access and Inclusion Policy (2021), IB Programme Standards and Practices, and the Slovak Education Act (Act No. 245/2008 Coll.), as well as the Act No. 138/2019 Z.z. on pedagogical and specialised staff. We commit to the IB Learner Profile attributes and our school mission: to prepare all students to become lifelong learners and responsible global citizens.

Learning Support and Parental Involvement

The school recognizes that inclusive education is most effective when families and the school work in partnership. Parents or legal guardians are required to formally apply for learning support services if their child has identified needs or requires additional assistance. Applications must include supporting documentation, such as a letter or assessment report from a licensed psychologist, special pedagogue, or other relevant specialist, confirming that the student requires and is eligible for learning support.

Once support is requested and granted, parents or legal guardians are expected to collaborate actively with the school's specialists, sharing relevant documentation and participating in planning and review meetings. Ongoing cooperation ensures that the strategies designed by learning support specialists can be implemented consistently at home and at school, maximizing the student's opportunities for success.

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 coordinator for further information.

Roles and Responsibilities

Inclusive education at Gymnázium Šrobárova 1 is a shared responsibility that involves the entire learning community.

A) The **Head of School** ensures that the Inclusion Policy is implemented consistently, that sufficient resources are allocated, and that all practices comply with IB requirements and national legal standards.
B) The **IB Coordinator** oversees access arrangements, liaises with the IB to ensure compliance with programme expectations, and coordinates whole-school inclusion planning. In addition, the Coordinator is responsible for managing and authorizing appropriate learning support and access arrangements during the Diploma Programme examinations, ensuring that all students are provided equitable conditions in line with IB regulations.
C) The **Inclusion Coordinator (výchovná poradkyňa)** leads the identification of learning needs, develops and monitors Individual Education Plans (IEPs), and provides ongoing support and guidance to teachers.
D) **Teachers** are responsible for implementing differentiation strategies in their classrooms, monitoring student progress, and collaborating in the development and review of IEPs.
E) **School psychologists**, special pedagogues, and counsellors, provide assessments, targeted interventions, and expert guidance to support student learning and well-being.
F) **Parents and guardians** are expected to share relevant information about their child, provide specialist documentation when required, and actively participate in planning and review processes.
G) **Students** play an active role by engaging in their own learning, practicing self-advocacy, and contributing to the development of strategies that support their success.

Inclusive Access and Assessment Arrangements

The purpose of inclusive access is to reduce disadvantage caused by learning support requirements, while never giving undue advantage. Arrangements are planned at the start of or early in the student's programme and are integrated into regular teaching, classwork, and school-based assessments.

- **MYP**: Inclusive arrangements apply during classroom learning and coursework.
- **DP**: The IB Coordinator is responsible for submitting formal requests for inclusive access arrangements at least **six months before final examinations**, with supporting medical and educational evidence.

Teachers must familiarize themselves with IB documentation (*Candidates with Assessment Access Requirements* and *Access and Inclusion Policy*) and apply consistent accommodations throughout the learning process. Where needed, **Individual Education Plans (IEPs)** are created collaboratively and reviewed regularly.

Student Support Services

To complement academic provision, the school provides access to:

- an inclusion coordinator (výchovná poradkyňa) – Mgr. Milada Radaljová
- a career counsellor (kariérny poradca) – Mgr. Jana Labunová, Mgr. Dana Starostová
- a school psychologist (školský psychológ) – Mgr. Viktória Mišev

These professionals support students with academic, social, emotional, and time-management challenges. Students are encouraged to seek assistance whenever needed. IB teachers participate in inclusion workshops to strengthen their capacity for supporting diverse learners.

Policy Review and Communication

- **Review Cycle**: Every two years (next review: September 2027).
- **Responsible Team**: Head of School, IB Coordinator, Inclusion Coordinator (student counsellour), specialists, and teacher representatives.
- **Communication**: The policy is shared with teachers, parents, and students, and forms part of staff induction and parent orientation.

Bibliography

- *Candidates with Assessment Access Requirements*, IBO, 2017
- *Access and Inclusion Policy*, IBO, 2021
- *Diploma Programme: From Principles into Practice*, IBO, 2015
- *Middle Years Programme: From Principles into Practice,* IBO, 2014
- *Learning Diversity and Inclusion in IB Programmes*, IBO, 2016
- *Programme Standards and Practices*, IBO, 2020
- *Programme Standards and Practices,* IBO, 2014
- *Towards a Continuum of International Education*, IBO, 2008