VIII Prywatne Akademickie Liceum Ogólnokształcące

IB World School no. 006265

Inclusion Policy

For access, inclusion and inclusive access arrangements in learning, teaching and assessment, including the IB Diploma Programme

Updated: July 2026

1. Purpose of this policy

This policy sets out how VIII Prywatne Akademickie Liceum Ogólnokształcące (“the School”, “VIII PALO”) identifies, removes and reduces barriers to learning, teaching and assessment so that students can participate meaningfully and equitably in school life and in the International Baccalaureate Diploma Programme (“IB DP”).

It describes the School’s inclusion philosophy, the legal and IB framework, the rights and responsibilities of the school community, the process for identifying individual needs, the way support is implemented and reviewed, and the procedure for school-based and IB-authorized inclusive access arrangements.

The policy is designed to meet the IB requirement that an inclusion policy identify legal requirements, outline structures and processes for compliance, describe the rights and responsibilities of the school community, clearly state the School’s vision for inclusive programmes, and include evidence of review.

Nothing in this policy limits rights granted by Polish law, the School Statute, the school contract, IB regulations or other binding documents. Where a specific legal, statutory or IB procedure applies, that procedure prevails.

2. Normative framework and source documents

This policy has been prepared on the basis of the following documents, requirements and current school practices:

1. The Statute of VIII Prywatne Akademickie Liceum Ogólnokształcące, especially provisions concerning the School’s legal status, educational tasks, student rights and duties, psychological and pedagogical support, assessment, classification, promotion and the IB DP international section.
2. Applicable Polish education law and executive regulations, including provisions concerning non-public schools with public school rights, international sections, student support, psychological and pedagogical assistance, safe learning conditions, assessment, classification, promotion, school documentation and the protection of minors.
3. Applicable data protection and confidentiality requirements, including GDPR and Polish data protection rules, to the extent they apply to student records, health data, psychological documentation and IB documentation.
4. IB “*Programme standards and practices*” and the IB “*Guide to Programme Evaluation*”, especially the requirements relating to inclusion, access/admission, language, assessment, policy implementation and policy review.
5. IB “*Access and inclusion policy*” and current IB “*Diploma Programme Assessment procedures*” for the relevant examination session, including sections on inclusive access arrangements, supporting evidence, deadlines, adverse circumstances, examination conduct and appeals.
6. Other current IB documents that may apply to a particular case, including IB rules, conduct of examinations guidance, academic integrity guidance, adverse circumstances procedures, assessment appeals procedures and relevant subject guides.

If IB documentation is updated, the School applies the current IB requirements for the relevant examination session and updates this policy at the next scheduled review or earlier if necessary.

2.1 Polish legal context and local application

VIII PALO is a non-public upper-secondary school with public school rights. For this reason, the School’s inclusion practice must be read together with Polish education law, the School Statute, the school contract and current IB requirements.

Polish law and school practice provide for safe learning conditions, psychological and pedagogical assistance, individualization of teaching, cooperation with parents or legal guardians and external specialists, and support for students whose health, disability, learning profile, wellbeing, language background, life situation or particular talents require educational adjustment.

Polish psychological-pedagogical opinions, certificates, medical statements and specialist reports may support school-level decisions and educational planning. They do not automatically determine IB inclusive access

arrangements. Where IB authorization is required, the School follows current IB evidence requirements, deadlines and procedures.

This policy does not replace the School's safeguarding, child protection or standards for the protection of minors procedures. Where an inclusion, wellbeing, communication or access concern also raises a safeguarding concern, the School follows the safeguarding route and applicable Polish law as a priority.

3. Scope of the policy

This policy applies primarily to the IB Diploma Programme at VIII PALO and to students, parents/legal guardians, teachers, tutors, homeroom teachers, school psychologists/pedagogues, school leadership, the IB DP Coordinator and other staff involved in IB DP learning, teaching, assessment, student wellbeing, school examinations and IB DP administration.

The policy applies to:

1. teaching and learning in the IB DP;
2. formative and summative school assessment connected with the IB DP, including internal school tests, mock examinations and class-based assessment;
3. support for learning, wellbeing, organization, communication, assessment access and transitions into and through the IB DP;
4. IB DP internal and external assessments where school practice must align with IB rules for inclusive access arrangements;
5. information gathered before the start of the IB DP, where relevant, to support continuity of care, identify barriers early and plan appropriate support in the IB DP;
6. students who experience barriers connected with cultural variation, hearing, movement and coordination, medical conditions, mental health, numeracy, processing, reading, seeing, social-emotional factors, speech and language, writing, intellectual exceptionalities or other long-term challenges;
7. students with exceptional strengths, talents or accelerated learning needs, where individualization is required to support development and participation in the IB DP.

4. Definitions

This section uses IB terminology so that the School, students and parents/legal guardians refer to the same concepts as the IB. Unless otherwise indicated, the definitions below are based on or adapted from the IB Access and inclusion policy, the IB Guide to inclusive education, Learning diversity and inclusion in IB programmes and the current DP Assessment procedures. Some terms are adapted for school-level use at VIII PALO. Where a Polish legal term or Polish documentation category is used, it is understood in accordance with applicable Polish law and school practice.

Term	Meaning in this policy	Source note
Inclusion	An ongoing process of increasing access and engagement by identifying, removing and reducing barriers to learning, teaching, assessment and participation.	Based on IB Access and inclusion policy and IB inclusive education guidance.
Access	Equitable educational opportunity in school life, learning, teaching and assessment, with reasonable space and provision for the characteristics each student brings.	Based on IB Access and inclusion policy.
Learner variability	The understanding that all students have changing combinations of strengths, challenges, experiences and circumstances. Diagnostic labels may be relevant, but they do not by themselves determine a student's potential, needs or appropriate teaching strategies.	Based on Learning diversity and inclusion in IB programmes.
Barrier	Any obstacle that may prevent, limit or disadvantage a student's participation, engagement, communication, learning or demonstration of knowledge and skills.	Based on IB Guide to inclusive education and Learning diversity and inclusion in IB programmes.

Access arrangement / inclusive access arrangement	A change or alteration introduced to learning, teaching or assessment to remove or reduce a barrier. It does not lower standards or change what the student is expected to learn. In IB assessment contexts, the term "inclusive access arrangement" is commonly used, especially for arrangements governed by the IB Access and inclusion policy and DP Assessment procedures. In exceptional cases, the IB may also consider non-standard, individually planned arrangements that require IB authorization.	Based on IB Access and inclusion policy and DP Assessment procedures.
Usual way of working	The support, strategies and arrangements that a student regularly uses in learning, teaching and school assessment, and that are documented by the School. For IB access purposes, this helps show that an arrangement requested for IB assessment reflects the student's established way of accessing learning and assessment, not a new arrangement introduced only shortly before examinations.	Based on IB Access and inclusion policy and DP Assessment procedures.
Educational evidence	School-based evidence, including teacher notes, observations and assessment evidence, showing how a student functions in learning and assessment, what barriers are observed, which arrangements have been tried, whether they are effective, and whether they form part of the student's usual way of working.	Based on IB Access and inclusion policy and DP Assessment procedures.
Official report	A psychological, medical, psycho-educational or language assessment report issued by an appropriately qualified professional, as required by law or IB rules.	Based on IB Access and inclusion policy and DP Assessment procedures.

5. Vision and principles of inclusion

VIII PALO is a community of students, parents/legal guardians and educators whose mission is to support thorough intellectual, emotional and personal development. The School recognizes that each student's development is individual and that understanding different learning needs is central to responsible teaching.

The School sees inclusion, diversity and equity as connected. Diversity enriches the School community and supports the development of internationally minded people who embody the attributes of the IB learner profile. Equity means that personal and social circumstances should not prevent a student from accessing education, support, challenge and growth.

The School aims to secure access to IB education for the broadest possible range of students in a way that is consistent with the School's Admission Policy, the non-public school context, the School Statute, Polish law and IB DP requirements. Participation in the IB DP pathway must remain compatible with the student's ability, with appropriate support and access arrangements where applicable, to engage with the curriculum and meet the essential learning and assessment requirements of the programme. The fact that a student has access requirements, a disability, a medical condition, a learning support need or other individual circumstances does not by itself prevent participation in the IB DP. The School considers individual barriers, available support, IB requirements and the student's educational pathway on a case-by-case basis.

Inclusive practice at VIII PALO is based on four complementary principles:

- **Valuing prior knowledge:** teachers use information about each student's previous learning, strengths, needs, experiences and available documentation when planning teaching and making educational decisions.
- **Scaffolding:** teachers support students in gradually becoming more independent through structured guidance, accessible materials, modelling, feedback and clear expectations.
- **Extending learning:** the School supports curiosity, creativity, academic growth and appropriately challenging but realistic learning goals, including through university guidance and opportunities to pursue individual interests.
- **Affirming identity and building self-esteem:** the School respects dignity, identity, culture, language, personal history and individuality, while encouraging responsible participation in the community.

Inclusion is not the responsibility of one person or one team only. It is a whole-school responsibility shared by leadership, teachers, tutors, the psychological and pedagogical team, students, parents/legal guardians and administrative staff.

6. Rights and responsibilities of the school community

Member of community	Rights	Responsibilities
Students	Students have the right to be treated with dignity, to receive clear information, to ask for support, to have their needs considered individually, to have their voice heard where appropriate, and to use approved arrangements without stigma.	Students are responsible for communicating needs where they can, using support honestly, practicing agreed strategies, treating all members of the school community with dignity and respect, respecting the privacy and access needs of others, and following assessment, academic integrity and conduct rules.
Parents or legal guardians	Parents or legal guardians have the right to receive clear information about school support routes, IB access arrangement procedures, evidence requirements, deadlines and possible limitations of Polish documentation in the IB context. They have the right to be involved in planning support for minor students, to provide consent where required and to ask for clarification or review through appropriate procedures.	Parents or legal guardians are responsible for informing the School about known or suspected access needs as early as possible; obtaining and providing external psychological, medical, psycho-educational, language or specialist documentation where applicable; providing required English, translations for IB purposes; and providing such documentation by 30 September of the school year in which the student sits May examinations, unless the need arises later for reasons beyond the family's control.
Subject teachers, TOK teachers, CAS/EE supervisors and exam staff	Teachers, supervisors and exam staff have the right to receive relevant need-to-know information, practical guidance and support from the competent school staff when implementing agreed arrangements.	Teachers and supervisors are responsible for inclusive classroom practice, clear criteria, differentiated support, identification of barriers, educational evidence, confidentiality, implementation of agreed school arrangements and cooperation with the IB DP Coordinator. Examination staff are responsible for secure and accurate administration of approved arrangements.
Homeroom teachers and tutors	Homeroom teachers and tutors have the right to receive relevant information needed to coordinate support, communication and wellbeing monitoring within their role.	Homeroom teachers and tutors help coordinate communication, monitor wellbeing and learning organization, support self-advocacy, involve parents or legal guardians where appropriate and direct concerns to the competent person.
School psychologist/pedagogue	The psychological and pedagogical team has the right to receive relevant information needed to support the student and to cooperate with teachers, parents/legal guardians and external specialists within applicable consent and confidentiality rules.	The psychological and pedagogical team supports identification of needs, advises on educational strategies, gathers and interprets relevant evidence, supports wellbeing and works with teachers, students and parents or legal guardians.
IB DP Coordinator	The IB DP Coordinator has the right to request timely documentation, consent and educational evidence needed to meet IB requirements and to explain IB limitations where a requested arrangement cannot be guaranteed.	The IB DP Coordinator coordinates IB-specific inclusive access processes, informs students and parents or legal guardians about IB requirements and deadlines, ensures applications are based on current evidence, submits requests to the IB where appropriate, communicates IB decisions and organizes implementation in IB assessments.
Head of School / Deputy Head of School	The Head of School and Deputy Head of School have the right to receive information necessary for legal, statutory, safeguarding, resource and IB compliance decisions.	The Head of School has overall responsibility for compliance with Polish law, the School Statute and IB requirements, authorizes school-level structures and resources, supports IB applications when

		required, resolves competence issues and ensures review of this policy.
Managing Body	The Managing Body has the right to receive information necessary for decisions within its competence, especially premises, resources, contracts and organizational matters, while respecting confidentiality.	The Managing Body supports the School within its competence, especially resources, premises, financial and organizational decisions, while respecting the educational responsibilities of the Head of School and applicable law.

7. Identifying barriers and student needs

The School aims to identify barriers early and respond proportionately. A need may be identified before the IB DP, at admission or transition into the IB DP, during the IB DP, during a specific subject or assessment, or through wellbeing and pastoral support. A concern may be raised by a student, parent/legal guardian, teacher, tutor, homeroom teacher, psychologist/pedagogue, IB DP Coordinator or school leader.

Because IB inclusive access arrangements must normally reflect the student's usual way of working and be supported by evidence gathered over time, access needs and supporting documentation should not be left until the final months before examinations. Parents/legal guardians are responsible for informing the School of known or suspected access needs as early as possible and for providing relevant external documentation and required translations by the School's internal deadlines.

The usual process is as follows:

1. **Initial observation or request:** a concern is raised or observed. If the matter is urgent, the School acts immediately to protect safety and wellbeing.
2. **Initial consultation:** the relevant teacher, tutor, homeroom teacher, psychologist/pedagogue or IB DP Coordinator clarifies the barrier, the context and any immediate support needed.
3. **Information and documentation:** the School gathers relevant information such as student voice, parent/legal guardian information, teacher observations, previous reports, school records, assessment evidence and, where required, official reports.
4. **Planning:** the competent person or team identifies appropriate support, responsibilities, timeline and review method. For minor students, parents/legal guardians are involved unless there is a safeguarding reason to act differently.
5. Trial implementation: where appropriate, the School trials a proposed support strategy or access arrangement during teaching, learning or school assessment before confirming it as the student's usual way of working. The trial is reviewed to check whether the arrangement is supportive, proportionate and optimal.
6. **Implementation:** agreed support is implemented in learning, teaching and school assessment. Where an arrangement requires practical familiarisation, for example the use of a school laptop, separate room, seating arrangement or timing procedure, the School seeks to provide the student with an appropriate opportunity to become familiar with the arrangement before it is used in a high-stakes assessment or IB examination.
7. **Monitoring and review:** teachers and support staff observe whether the arrangements are effective, proportionate and consistent with the student's current needs.
8. **IB access decision point:** where support may be needed for IB assessments, the IB DP Coordinator checks whether the arrangement requires IB authorization and whether the evidence meets current IB requirements.

Support is individualized. The same diagnosis or official report may lead to different arrangements for different students because the School must consider the student's current needs, usual way of working, classroom evidence and the demands of the assessment context.

8. Inclusion in learning and teaching

8.1 Teaching

Teaching at VIII PALO aligns with the requirements of the School Statute and IB programmes, promotes academic integrity, supports the IB learner profile and responds to the changing needs of the school community. Teachers are expected to be teachers of all students and to share responsibility for students' holistic development.

Inclusive teaching may include:

- clear lesson objectives, criteria and success indicators;
- activation of prior knowledge and attention to gaps or overlaps in previous learning;
- accessible materials in varied formats, including digital resources where appropriate;
- modelling, exemplars, checklists, staged tasks and structured feedback;
- planned opportunities for individual, paired and group work;
- appropriate use of assistive technology and school resources;
- sensitivity to language, culture, identity and wellbeing;
- differentiation that supports both students experiencing barriers and students requiring additional challenge.

8.2 Learning

Students are supported in identifying their strengths, needs and preferred strategies, becoming increasingly responsible for their own learning, setting ambitious but realistic goals and developing approaches to learning. The School encourages self-assessment, reflection, peer learning, inquiry and self-advocacy.

8.3 Curriculum and programme choices

The School offers a range of subjects and levels in order to allow students to build a coherent educational pathway. Guidance is provided when students choose subjects, levels, Extended Essay areas, CAS experiences and future study pathways. Choices must remain compatible with the School's offer, IB rules, university aspirations, student wellbeing and the student's ability to meet programme requirements.

8.4 Collaboration and professional learning

Collaborative planning, regular meetings, workshops and professional dialogue help teachers identify barriers, share strategies and align support across subjects. The School's psychological and pedagogical team, tutors, homeroom teachers, subject teachers, the IB DP Coordinator and school leadership cooperate to plan and review support.

8.5 Environment, resources and safety

VIII PALO strives to create a safe, welcoming and supportive environment. The School's historic buildings may create some physical limitations, but the School works to improve accessibility, room allocation and learning spaces within the limits of the premises, safety regulations and available resources. Where a student has physical access needs, mobility difficulties, a disability, a medical condition or another body-related access requirement, the School may, where appropriate and practicable, adjust room allocation, access routes, seating arrangements, classroom location or movement between spaces to reduce barriers. The School provides classrooms, specialist teaching spaces, a laboratory, counselling space, quiet space, shared areas, digital tools and selected assistive resources where appropriate. Additional adult support, such as a teaching assistant or support person, may be considered where this is necessary, proportionate, available and consistent with school procedures, safeguarding requirements and IB assessment rules.

Inclusive practice must be consistent with the School's safeguarding procedures and Standards for the Protection of Minors. In particular, staff should adjust communication, support and supervision to the student's age, psychophysical abilities, disability, special educational needs, health, wellbeing and vulnerability, while maintaining professional boundaries and safe relationships.

Safety protocols, evacuation procedures and emergency arrangements must take into account known student needs. Where a student's needs require specific emergency planning, the relevant staff are informed on a need-to-know basis.

8.6 Limitations and future development

VIII PALO aims to remove and reduce barriers wherever this is possible within its legal, organizational, staffing, premises-related and IB assessment context. Some barriers may require longer-term planning, additional resources, external specialist input, timetable changes, premises-related decisions or Managing Body approval.

Where an identified need cannot be fully met immediately, the School seeks reasonable interim measures and includes relevant development needs in policy review, staff development, resource planning or school development planning where appropriate.

9. Assessment and school-based access arrangements

Assessment at VIII PALO should be fair, transparent, consistent with stated criteria and accessible without lowering academic standards. Where appropriate, assessment design and school-based access arrangements should allow students to demonstrate their knowledge, understanding and skills without unnecessary barriers, while preserving the purpose, validity and criteria of the assessment.

Good assessment practice includes:

- learning objectives and assessment criteria are made clear to students;
- formative and summative assessment are used appropriately;
- feedback is timely, reliable, constructive and honest;
- students develop self-assessment and reflection skills;
- assessment tasks are designed to allow students to demonstrate understanding without unnecessary barriers;
- approved arrangements reduce or remove barriers but do not lower standards or give an unfair advantage;
- all arrangements must remain consistent with the purpose of the assessment and, for IB assessment, with current IB rules.

School-based access arrangements may include, depending on the student's needs and the assessment purpose:

- additional time, rest breaks or supervised breaks;
- use of a word processor or other approved assistive technology;
- separate or small-group room for tests or mock examinations;
- adjusted seating, lighting or sound conditions;
- modified presentation format, enlarged materials or accessible digital materials where permitted;
- reader, scribe, prompter or other human support where appropriate and not in conflict with assessment validity;
- chunking of instructions or additional organizational support;
- temporary short-term classroom support where a student's wellbeing or health requires it.

For school assessments, the Head of School, Deputy Head of School, IB DP Coordinator, relevant teacher or psychologist/pedagogue may be involved in deciding arrangements, depending on the situation and the competence required. For IB assessments, the IB DP Coordinator checks whether IB authorization is needed and whether the arrangement is permitted.

Mock examinations and important internal assessments should, where possible, reflect the student's usual way of working and the arrangements likely to be requested for IB assessments. This helps ensure that IB requests are based on real educational evidence and that the student is familiar with the arrangements.

10. IB DP inclusive access arrangements

10.1 General principles

IB inclusive access arrangements are provided so that students can demonstrate their knowledge and skills under assessment conditions that are as fair as possible. They do not change what the student is expected to learn, do not lower expectations and must not give the student an undue advantage.

For IB assessments, all requests and implementation must follow the current IB Access and inclusion policy and the Diploma Programme Assessment procedures for the relevant examination session. The IB DP Coordinator is responsible for checking current requirements and deadlines.

IB access arrangements must normally be based on:

- the eligibility criteria in current IB policy;
- timely submission through the required IB route and within the applicable internal school and IB deadlines;
- official reports where required;
- educational evidence from the School demonstrating the student's usual way of working in learning, teaching and school assessment, including the arrangements tried and their effectiveness;
- the student's current access requirements, as supported by documentation, school observations and assessment records.

10.2 Arrangements not requiring IB authorization

Some arrangements may be permitted in IB examinations at the discretion of the IB DP Coordinator or Head of School without prior IB authorization, provided that they are allowed by current IB rules and are appropriate for the student. The IB DP Coordinator must check the current IB list before implementation. Such arrangements should still be documented internally and administered securely.

10.3 Arrangements requiring IB authorization

Arrangements that require IB authorization must be requested through the IB system by the IB DP Coordinator, with the support of the Head of School where required. Examples may include additional time, modified papers, certain forms of human assistance, assistive technology, split examination sessions or other non-standard individually planned arrangements requiring IB authorization. The exact list and criteria are determined by current IB documentation. The School does not guarantee that an arrangement used in school will be authorized by the IB. Where an IB decision differs from school practice or from the arrangement requested, the School communicates the outcome to the student and parents or legal guardians, including any reasons or conditions provided by the IB, and considers what support remains possible within current IB rules.

10.4 Supporting documentation and educational evidence

For IB authorization, the IB normally requires two forms of supporting documentation: an official report from an expert and educational evidence from the School. The current IB policy determines what is required for each type of need and arrangement.

Parents or legal guardians are responsible for obtaining and providing external documentation required to support a school-level support decision or an IB request for inclusive access arrangements. This includes psychological, medical, psycho-educational and language reports, certificates or specialist statements, where applicable. The School may advise what type of documentation is likely to be required, but it is not responsible for commissioning, issuing or translating external documentation.

Where documentation is to be submitted to the IB and is not written in English, parents or legal guardians are responsible for providing an appropriate translation into English. The translated version must be provided together with the original document.

Educational evidence is prepared by the School and may include teacher observations, samples of timed work, assessment comparisons with and without arrangements, mock examination evidence, records of classroom support, psychologist/pedagogue notes relevant to learning, and a summary of how the requested arrangement has supported the student in the usual way of working.

Official psychological, medical, psycho-educational or language reports must meet current IB requirements, including dates, qualifications of professionals, relevant scores or evidence, and the current access requirement.

For students sitting May examinations, parents or legal guardians must provide all external documentation required for an IB request, including any required translation into English, no later than **30 September** of the school year in which the student sits the examinations.

The School cannot guarantee that a request based on late, incomplete, non-compliant or non-translated documentation can be properly prepared, supported, processed or submitted before the applicable IB deadline. After the applicable IB deadline, some requests cannot be authorized by the IB under the standard procedure. New needs or emergencies arising after this date for reasons beyond the student's or parents' or legal guardians' control are reviewed individually under the relevant IB route.

10.5 Consent, confidentiality and data protection

Before submitting documentation to the IB, the School obtains the required consent from the student where applicable or from parents or from legal guardians. The School explains that documentation submitted through IB systems may be visible to authorized IB staff and, in transfer situations, to the coordinator of the receiving IB World School as allowed by IB procedures.

Sensitive information is shared only with people who need it for educational, safeguarding, assessment or administrative reasons. Teachers should receive practical recommendations needed to support the student, not unnecessary medical or psychological details.

10.6 Deadlines, late requests and anticipated/retake students

IB deadlines are binding and may change in the current DP "*Assessment procedures*' for a given session. To allow sufficient time for checking documentation, gathering educational evidence, consulting teachers and preparing the IBIS request, VIII PALO sets an internal school deadline of 30 September in the school year in which the student is due to sit the May examinations. Parents or legal guardians must provide all relevant external documentation, including required translations, by this date unless the need arises later for reasons beyond the family's control.

Where a student joins the School later, transfers into the IB DP, becomes a retake or anticipated candidate, or where a need arises after the internal deadline, the IB DP Coordinator reviews the case individually. Late requests may be considered only where permitted by current IB rules, but approval cannot be guaranteed.

For anticipated, early-session or retake students, the IB DP Coordinator checks current IB rules, because authorizations and requests may apply across subjects and future examination sessions in specific ways. Students and parents/legal guardians must inform the School early if the student is considering anticipation, retake, transfer or a split session.

10.7 Adverse circumstances and emergencies

A long-term access need is normally addressed through access and inclusion and should be reported early enough to allow the School to use the IB inclusive access arrangements route. A new illness, injury, bereavement, acute crisis or sudden worsening of a condition shortly before or during assessment may need to be considered under IB adverse circumstances procedures or emergency examination procedures rather than as a standard inclusive access arrangement request. The IB DP Coordinator decides which IB route is appropriate in consultation with the Head of School and the relevant current IB documents.

11. Roles and points of contact

This section identifies the main school roles involved in inclusion and access arrangements. For students and parents/legal guardians, it also indicates the usual points of contact for raising concerns, providing documentation, requesting support or asking about IB inclusive access arrangements.

Contact	Typical matters
Subject teacher	Subject-specific learning, classroom expectations, formative assessment, feedback, subject support, early signs of barriers in that subject.
Homeroom teacher / class tutor	Class matters, student welfare, parent communication, attendance, peer issues and coordination between teachers.
Tutor	Individual student support, organization, wellbeing, goal-setting and communication of concerns within the tutoring system.
School psychologist / pedagogue	Psychological and pedagogical support, wellbeing, diagnostic/pre-diagnostic consultation, recommendations for teachers and cooperation with external specialists.
IB DP Coordinator	IB DP procedures, IB deadlines, access arrangements for IB assessments, IB communication, registration, examinations and IB policy questions.
Head of School / Deputy Head of School	Formal school-level decisions, unresolved matters, statutory duties, safety, resources within school competence and conflicts of competence.
Managing Body	Matters reserved to the entity running the School, including premises, fees, contracts and organizational resources outside the Head of School's competence.

A student may raise a concern about learning, wellbeing, access or inclusion with any trusted adult at school. The adult receiving the concern should help identify the appropriate next step and, where necessary, refer the matter to the member of staff responsible for the relevant area of support.

12. Records, confidentiality and data protection

12.1 Inclusion Support Register

The School maintains confidential records of significant inclusion support and access arrangements. These may be held by the psychologist/pedagogue, the IB DP Coordinator, the Head of School or another authorized person, depending on the matter and the applicable record-keeping rules.

The Inclusion Support Register or equivalent record should normally include: the student's name and class/programme, date of request or observation, main barrier or support need, source of information, documents received, agreed school arrangements, persons responsible, review dates, educational evidence collected, IB requests submitted, IB decisions received and date of closure or next review.

12.2 Data protection

Personal data, including sensitive data, is processed in accordance with applicable data protection law and school data protection procedures. Records should be accurate, relevant, proportionate and retained only as long as necessary for legal, educational, IB or legitimate school purposes.

13. Publication, accessibility, implementation and review

This policy is available to students, parents/legal guardians and staff through appropriate school channels, such as the school website, ManageBac, electronic register communication, school offices or other school platforms. IB DP

students are informed about the policy and the role of the IB DP Coordinator at the beginning of the school year. Parents/legal guardians are reminded of relevant inclusion and access-arrangement procedures through parent meetings or school communication channels.

Students and parents/legal guardians may ask subject teachers, homeroom teachers, tutors, the school psychologist/pedagogue or the IB DP Coordinator for clarification of the support routes described in this policy. Such clarification does not replace the formal policy, IB regulations or applicable legal requirements.

The implementation of this policy is the shared responsibility of the School community. The Head of School and IB DP Coordinator supervise the implementation of IB-related aspects, support teachers and ensure that policy requirements are communicated.

This policy is reviewed at least annually and sooner if there are relevant changes in Polish law, IB regulations, the School Statute, IB DP Assessment procedures, school practice or the needs of newly admitted students. The review should include the Head of School, IB DP Coordinator, psychological/pedagogical team and, where appropriate, teachers, students, parents/legal guardians and the Managing Body. The review should check whether the policy remains accurate, accessible, implemented in practice and consistent with IB and legal requirements.

Date of most recent review: July 2026. Next scheduled review: July 2027.