

Inclusion Policy

IB Diploma Programme
Karinthy Frigyes Gimnázium

Karinthy Frigyes Gimnázium is committed to fostering a learning environment where all students have equitable access to education, in line with the International Baccalaureate (IB) philosophy, Hungarian national regulations, and our school's values.

Mission statement

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. (IBO, 2022)”

Our mission statement

At Karinthy Frigyes Gimnázium, our educational work focuses on developing open-minded, accepting, understanding, patient, and cooperative individuals. We regard the high level of language proficiency attainable at our school as a tool for acquiring in-depth knowledge in all subject areas. Our goal is for our students to become independent and responsible thinkers who are equipped to thrive in their studies, future professions, and personal lives. The teaching staff of our school is a community committed to renewal and self-development, and we aim to pass these values on to our students.

What is inclusion?

The IB defines inclusion as:

“An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (IBO, 2022)

We recognize that diversity enriches our school community and that all students can succeed when they receive appropriate support. Inclusion benefits everyone, and we aim to create an environment that supports the varied learning profiles, cultural backgrounds, abilities, and experiences of our students.

The staff at Karinthy Frigyes Gimnázium acknowledge that:

- students have different educational and learning needs, abilities and profile
- students gain knowledge and skills at different rates through different means
- all students are capable and unique
- students are lifelong learners and should be helped in this
- our school welcomes all students, regardless of any barriers they may face

Purpose and scope

This policy outlines our school's principles, procedures, and responsibilities in supporting students with diverse learning needs, including those with formally identified Special Educational Needs (SEN) as defined by Hungarian law, and those experiencing other barriers to learning.

It applies to:

- All IB Diploma Programme students at Karinthy Frigyes Gimnázium
- All teaching and support staff
- The school leadership team and IB coordinator
- Parents and legal guardians of enrolled students

This policy is designed to be implemented alongside the school's Assessment Policy, Language Policy, and Academic Integrity Policy.

Definitions

According to the Hungarian Public Education Act:

Special educational needs (SEN): A student requiring special care who - based on the expert opinion of a committee of experts - has physical difficulties affecting mobility, sensory impairments, mental, language or communication disorders, autism spectrum disorder, or other mental development disorder (e.g. acute learning disorder, attention deficit disorder, behavioural control disorder).

Inclusion, learning, behavioural difficulty: A student requiring special care who - based on the expert opinion of a committee of experts - performs significantly below age expectations, has social relationship difficulties, or experiences learning/behavioural control challenges, but does not meet the criteria for SEN.

According to the IB Inclusion Policy:

Access arrangements: They are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers.

Barriers to learning: They are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment.

Goals of the policy

The inclusion policy of our institution aims to:

- comply with Hungarian laws and IB regulations regarding inclusion and access.
- ensure early identification and appropriate support for students with diverse learning needs.
- provide clear expectations and guidelines for everyone involved.
- define roles and responsibilities in supporting inclusion.
- assist all students in accessing all elements of the school curriculum and assessment policy.

Identification, assessment and provisions

At our school, students who experience barriers to learning may require adjustments to access assessments fairly, in line with IB regulations. These barriers may include, but are not limited to:

- learning disabilities or specific learning difficulties (e.g.: dyslexia)
- mild ADD/ADHD or other mild cognitive or emotional challenges
- sensory impairments or challenges, such as sensory hypersensitivity
- autism spectrum disorder (ASD)
- medical conditions that may affect learning and assessment (e.g.: diabetes)

When a potential learning challenge or barrier is identified by a teacher, student, or parent, initial strategies are applied within the classroom through **differentiated instruction**, including:

- **Differentiating processes:** Offering multiple ways to engage with and process content such as using visual aids, diagrams, and videos alongside verbal explanations; letting students choose between writing, drawing, or presenting to demonstrate understanding; providing options for group work, paired work, or independent work; interactive apps or platforms for self-paced practice.
- **Differentiating assessment:** Providing varied ways for students to demonstrate learning, such as modified tests, use of assistive technology, or alternative formats.

Additional school-based support may include:

- Homework support
- Academic tutoring by teachers or peers
- Counselling by the school psychologist

Any adjustments to teaching, learning, or other support provided by the school are discussed in advance with both parents and students, and their preferences are taken into account.

If, despite receiving all available support from the school, a student makes little progress or shows difficulties in developing key skills that result in low performance in some curriculum areas, external support from health, psychology, or educational professionals may be sought. Based on this, an Individual Educational Plan (IEP) may be developed for the student. The IEP will be communicated to teachers by the form master/mistress and/or the IB Coordinator.

For Diploma Programme (DP) students, the DP Coordinator must obtain consent from the student or their parents/legal guardians to submit professional reports to the IB Assessment Centre as evidence when requesting inclusive assessment arrangements. All such requests should also be supported by the head of the school. Parents are responsible for acting proactively regarding their child's assessment access needs and/or learning support requirements, and for cooperating in providing the necessary professional documentation. Once the IB informs the DP Coordinator of the parameters regarding Special Consideration, the DP Coordinator communicates this information to the student, parents, and all relevant teachers.

Inclusive access arrangements for IB assessment

Access arrangements for assessment will reflect the student's usual way of working in the classroom and will not provide an unfair advantage. In-class assessment will be differentiated according to the teacher's decision.

For major exams, IB external and internal assessment, the coordinator must submit the application for inclusive access arrangements on behalf of the student. When granted, these arrangements may include for example:

- modified examination paper
- additional time
- use of reading, writing, or communication aids
- extensions to deadlines or exemptions where permitted by the IB

Requests for IB assessment access arrangements require:

- supporting documentation
- consent from the student and/or legal guardian
- approval from the head of school
- to be in line with the eligibility criteria stated in the IB inclusion policy

The IB coordinator communicates all IB decisions to students, parents, and relevant staff.

Roles and responsibilities

The school leadership should

- provide professional learning opportunities for teachers and staff to effectively implement and support students with special educational needs (SEN) and differentiated teaching practices
- raise awareness of the needs of students with different kinds of barriers or learning challenges
- ensure that the program and the staff are compliant with national laws
- provide resources for the implementation and continuation of the Inclusion Policy

Teachers should

- apply differentiated instruction in everyday teaching
- identify and report concerns to the form teacher or IB coordinator
- implement agreed accommodations and maintain confidentiality
- participate in relevant professional development
- encourage students to self-assess and/or reflect on their learning

The IB Coordinator should

- coordinate information and collaboration between parents, teachers, and the IB
- ensure everybody involved are aware of the approved accommodations
- comply with all national laws and regulations regarding special education needs
- apply to the IB for inclusive assessment arrangements for students in various assessment contexts

- at the time of enrolment, inform parents about the rigorous requirements of the programme to support appropriate student placement
- maintain confidentiality and professionalism in delivering services to students with special educational needs

Parents should

- play an active role in their child's education
- share with the school all necessary details and documentation regarding their child's needs or barriers
- provide complete and up-to-date documentation for IBO accommodation requests
- inform the school of any changes in needs
- collaborate with the school in supporting the student

Students should

- share their learning needs and preferences
- participate actively in discussions about their challenges
- take an active role in using the recommended support strategies
- ask for information and support when they require them
- seek support from the school counsellor when needed

References

- International Baccalaureate Organization (2022). Access and Inclusion Policy.
- Hungarian Public Education Act (Act CXC of 2011).
- International Baccalaureate Organization (2014). Candidates with assessment access requirements.
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