

Inclusion / Special Educational Needs Policy

Gymnázium a SOŠ Rokycany (G+SOS) is a state grammar school with a long tradition, providing students with general education in both four-year and eight-year programmes. The IB Diploma Programme (DP) is implemented within one of the four-year programmes and comprises the final two years of study. It is based on the school curriculum *"Inspiration and Knowledge in Context"*.

The school aims to support the holistic development of each student, including motivation for lifelong learning, critical thinking, and problem-solving skills. The school emphasises an individual approach and aims to create a supportive and academically challenging learning environment. This policy aligns with the IB Standards and Practices (2020) and reflects the school's commitment to equity, access, and student well-being. The Inclusion Policy forms part of a broader framework including the Academic Integrity Policy, Assessment Policy, Admissions Policy, and Language Policy.

Gymnázium a SOŠ Rokycany (G+SOS) offers five educational programmes, including the IB Diploma Programme. The school values and promotes the principles of IB education, recognising that students are at the centre of the learning process, each bringing their own strengths, experiences, and challenges. We understand our responsibility to create an environment that supports all learners and actively removes barriers to learning.

At the same time, the school operates in accordance with Czech legislation regarding students with special educational needs. Our aim is to provide access to the IB Diploma Programme to all students who are motivated and able to benefit from it, while ensuring appropriate support is in place.

1. Purpose of the Policy

The purpose of this policy is to ensure that all students are provided with appropriate support to access the curriculum and reach their full potential. The school aims to:

- ensure equal opportunities for all students to participate in the IB DP
- identify and remove barriers to learning
- support students with diverse learning needs
- ensure that all stakeholders are informed about inclusive practices
- promote a culture of respect, collaboration, and support

2. Definitions

In order to enable all possible interested parties to fully understand this policy, definitions of some important terms are provided below.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Learning diversity refers to the wide range of student strengths, abilities, backgrounds, and needs. These may include, but are not limited to:

- autism spectrum conditions (including Asperger's syndrome)

- attention deficit (hyperactivity) disorder (ADHD/ADD)
- specific learning difficulties (e.g. dyslexia, dysgraphia, dyscalculia)
- medical conditions or chronic illnesses
- mental health challenges
- physical disabilities
- visual or hearing impairments
- students with language barriers
- gifted and talented students

Differentiation is the process of identifying and implementing the most effective strategies to support each learner.

Individual Education Plans (IEPs) are developed for students requiring specific support. These are created in collaboration with teachers, parents, and external specialists and are regularly reviewed.

The school acknowledges that each student is unique and therefore adopts an individualised approach to support learning and well-being.

3. Identification and Support

G+SOS has established a dedicated team responsible for overseeing the implementation and regular review of this policy. The team consists of the school leadership, the IB DP Coordinator, the career counsellor, and the SEN specialist. The team is responsible for monitoring the effectiveness of the policy, ensuring its consistent implementation across the school, communicating any updates and changes to all staff, and introducing new staff members to the policy and its underlying principles.

The school identifies students' learning needs as early as possible through cooperation between teachers, parents, external specialists and the school counselling team. Support is tailored to individual needs and may include:

- differentiated teaching strategies
- adapted assessment methods
- additional time
- modified materials
- assistive technology

4. Confidentiality and documentation

All documentation related to learning diversity, including IEPs and other student information, is maintained in both physical and digital formats. These records are treated as strictly confidential and are accessible only to authorised personnel. Digital documents are stored securely and protected by password access.

The school follows the requirements outlined in *Candidates with assessment access requirements* and ensures that all necessary documentation is submitted to the IB in a timely manner. Parents are informed accordingly and asked to provide consent for the sharing of relevant information with the IB.

5. Accessibility of school premises

The school provides a barrier-free environment, including wheelchair access and necessary facilities. Additional resources are provided based on individual needs.

6. Support / Responsibilities

6.1 Student Support and Responsibilities

The school provides appropriate and targeted learning support to all students and actively promotes their well-being. Students are guided to develop the skills and confidence needed to succeed in their studies. For this support to be effective, students are encouraged to actively participate in the process by expressing their needs and feelings related to learning and school life, seeking clarification when needed, engaging in discussions about their learning, and making use of the strategies and approaches provided.

6.2 Teacher Support and Responsibilities

G+SOS ensures that teachers have access to relevant information about students with learning needs and supports their professional development in inclusive education. Teachers are expected to:

- adhere to IB principles and philosophy
- comply with national legislation regarding learning support
- participate in relevant training and professional development
- implement strategies outlined in IEPs and related documentation
- collaborate with the school counselling team and the IB DP Coordinator
- monitor student progress and the effectiveness of support strategies
- contribute to regular reviews by providing feedback

6.3 Alignment with IB Philosophy

In line with the IB mission and philosophy, the school applies key principles that support inclusive learning:

- affirming student identity and building self-esteem
- valuing prior knowledge and experience
- using scaffolding to support learning
- promoting extended learning opportunities

These principles contribute to a positive and supportive learning environment in which all students can engage meaningfully and achieve their potential.

6.4 IB DP Coordinator

The IB DP Coordinator is kept informed of all matters related to learning support through close cooperation with the school counselling team. The coordinator ensures that appropriate assessment arrangements are identified and, where required, submitted to the IB for approval in accordance with IB regulations.

7. Approaches to assessment

Assessment is adapted to meet individual needs in line with IB regulations. The school provides appropriate access arrangements such as:

- additional time
- modified examination materials
- use of technology
- flexible deadlines

All arrangements are aligned with IB policies on access and inclusion.

8. Approaches to admission

The school welcomes students with diverse learning needs. Relevant information should be provided during the admissions process to ensure appropriate support can be arranged.

9. Monitoring and Review

The effectiveness of this policy is regularly reviewed based on student progress and feedback. The policy is reviewed annually.

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