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INCLUSION POLICY



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1. Mission statement

The goal of the IB School is to educate young people to be prepared for further education, the work environment, and a meaningful life in society. This goal, rooted in the IB learner profile, can only be achieved through the dedicated work of all stakeholders. At PRHG, we express our collective desire to nurture our students' academic excellence and success as a personal goal in school, future career, and lifelong learning. Through learning, we inspire our students to make a difference, take an active part in the community, and strive to change their surroundings. Our students notice and understand cultural diversity, inquire and consider different ideas, collaborate, and reflect continuously.

Inclusion is an integral part of this mission, assuming that every student has the right to access high-quality education and to develop their potential in a supportive environment that recognizes individual differences. At PRHG, inclusion means valuing diversity in all its forms—cultural, linguistic, socio-economic, and personal—and ensuring that all learners feel respected, safe, and empowered to succeed.

We are committed to removing barriers to learning by providing appropriate support, differentiated instruction, and equal opportunities for participation in both academic and extracurricular activities. Teachers, staff, and the IB Coordinator work together to identify students' needs and provide suitable accommodations, including language support, differentiated assessments, and adjustments for students with documented learning differences. Inclusion at PRHG also extends beyond academic support. It encompasses the creation of a school culture built on empathy, respect, and collaboration. We encourage open dialogue with parents and guardians to build strong partnerships that reinforce student learning and well-being. Our policies and practices align with the IB philosophy, Croatian educational legislation, and international human rights standards, ensuring fairness and transparency in all educational processes.

Our approach to inclusion is designed to foster a community where every student feels that they belong, where differences are embraced as strengths, and where learners are supported to achieve personal and academic success while developing the skills and values to contribute positively to a diverse and interconnected world.

2. Definition of inclusion and barriers

Inclusion at PRHG addresses a wide range of diversity and barriers that may impact student learning:

- Cognitive or learning needs (e.g., dyslexia, ADHD)
- Physical and sensory conditions (e.g., visual or hearing impairments)
- Speech, language and communication needs
- Social-emotional and mental health challenges
- Medical conditions
- Language of instruction barriers
- Cultural background or identity factors
- Sexual orientation and gender identity
- Gifted and talented learners requiring extension and challenge



We use a framework based on observation, feedback, testing, and documentation to identify primary and secondary barriers in collaboration with professionals and families.

3. Introduction and purpose

This policy is intended for all members of the school community involved in the International Baccalaureate (IB) programme, including students, parents, teaching and administrative staff, the librarian, the IB coordinator, and the school principal.

At PRHG, we are committed to building an inclusive learning community that supports equitable access to education for all students. Aligned with the IB mission and learner profile, our school recognizes diversity as a strength and actively works to remove barriers that hinder student participation, progress, or well-being. Inclusion is defined as an ongoing process to increase access and engagement by identifying and removing physical, social, emotional, cognitive, or systemic barriers.

All students, regardless of ability, language, culture, identity, or background, are entitled to feel they belong and to fully participate in the school's academic and social life.

4. Purpose and scope

This policy applies to all students in the IB Diploma Programme at PRHG and outlines our principles and practices related to inclusion, teaching and learning, assessment, support structures, and the responsibilities of stakeholders. It is based on the IB Access and Inclusion Policy (2022) and the Programme Standards and Practices (2020).

This policy is reviewed annually and is accessible to students, staff, and parents on the school website. A student-friendly summary is also available.

5. Leadership, role and responsibilities

The Inclusion Committee includes the Principal, IB Coordinator, School Counsellor/Psychologist, and a core teacher. The Committee:

- Coordinates support planning and resource allocation
- Ensures compliance with IB and national requirements
- Reviews documentation and communicates with families
- Reviews the policy annually

Teachers:

- Apply inclusive teaching strategies, including UDL principles



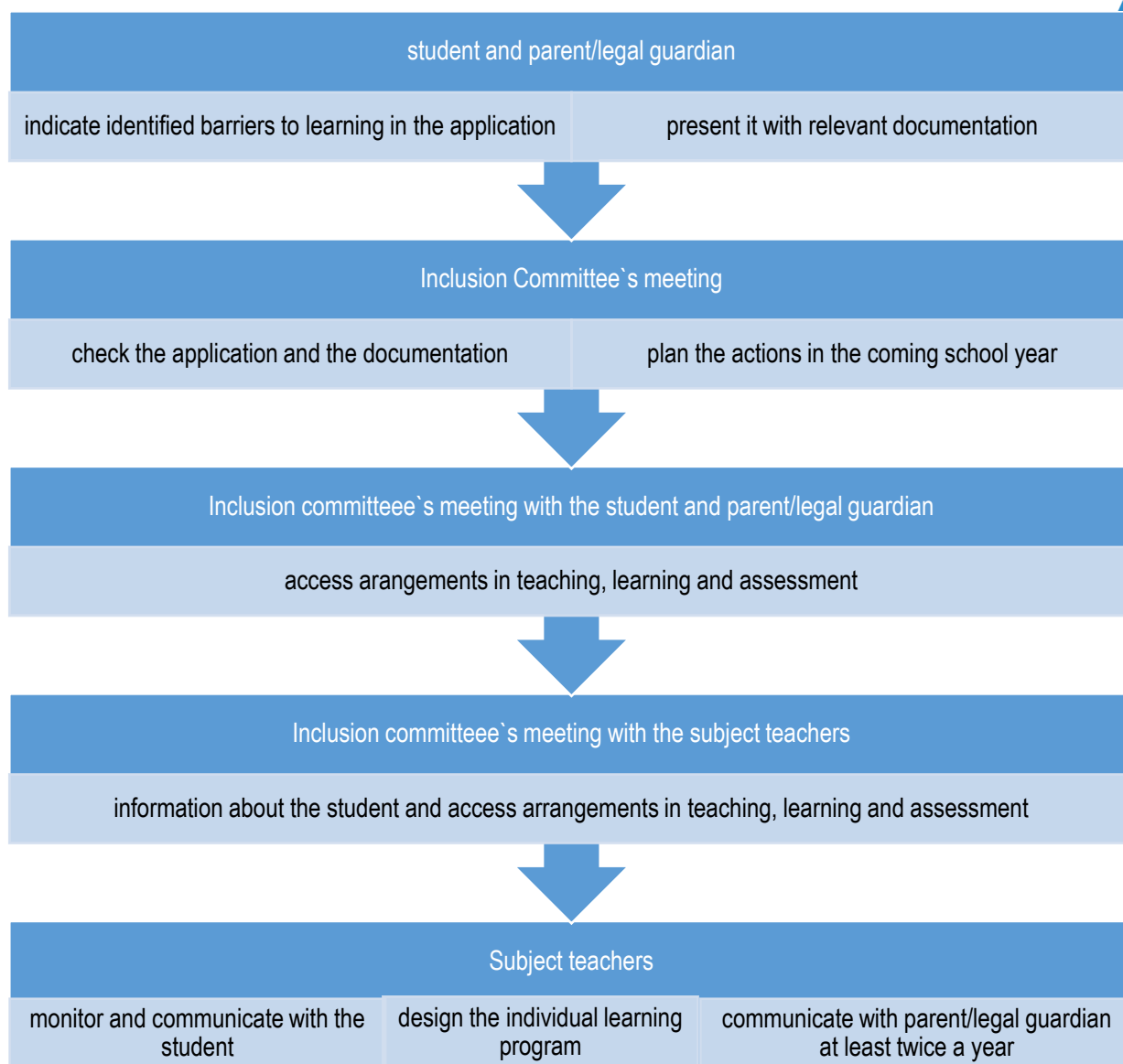
- Collaborate with support staff to implement learning plans
- Contribute to identifying barriers and monitoring progress
- Parents/Guardians:
- Share documentation and collaborate with the school team
- Support the implementation of inclusive practices

Students:

- Engage in self-advocacy and share feedback about learning needs
- Participate in decisions affecting their support, where appropriate

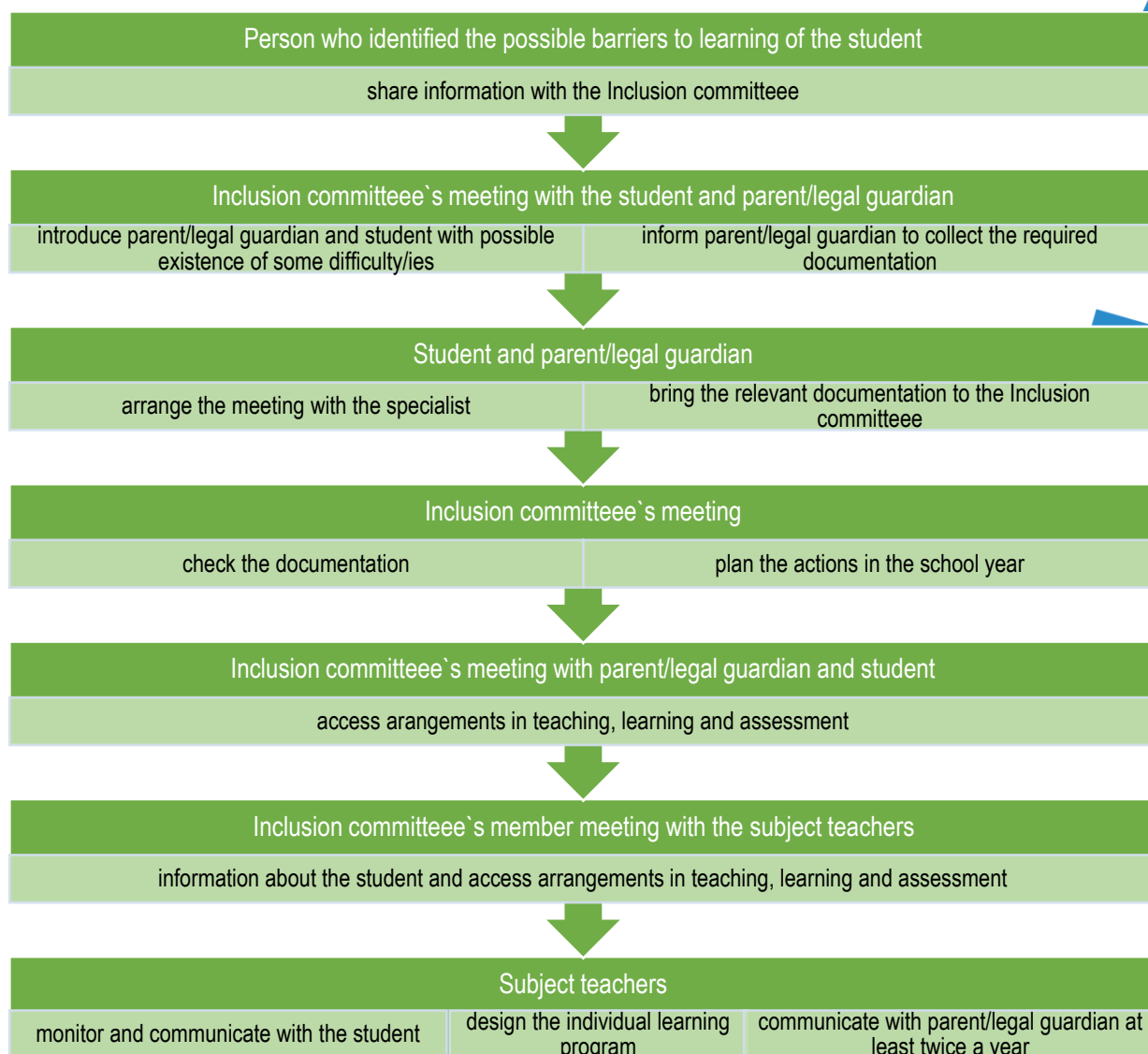
Procedure when school knows about the issue before the school year starts:

If the school is informed about the barriers to learning in the candidate's application before the school year starts, the Inclusion committee will meet before or at the beginning of the school year to plan the actions to be taken in the coming school year. After that, the Inclusion committee will meet with the applicants and their parent/legal guardian to talk about the choice of subjects, access arrangements in teaching, learning and assessments.



Procedure when the possible barriers to learning are identified during the school year:

If the student's barriers to learning are detected when the school year starts, it is recommended to share any knowledge about the possible barriers with the Inclusion committee until the end of the first part of the DP1 (first DP year). The Inclusion committee will meet with the student and his/her parent/legal guardian as soon as possible to introduce them with possible existence of some difficulty/ies and to inform them about the upcoming procedure of collecting the required documentation. The school may seek additional documentation or request specific testing to ensure that the school is able to support the learning needs of the student.



6. Inclusive teaching and learning

Teachers use:

- Differentiated instruction
- Collaborative learning
- Flexible materials and assessments
- Scaffolded tasks



- Strategies to reduce bias and foster equity

All teaching is guided by Universal Design for Learning (UDL) to proactively accommodate learner variability.

7. Inclusive assessment practices

Assessment is designed to be fair, inclusive, and transparent. Students with documented needs may be granted access arrangements, including:

- Additional time
- Rest breaks
- Use of assistive technology
- Modified formats
- Human assistance (reader, scribe)
- Access arrangements reflect everyday classroom accommodations and must be:
- Supported by valid documentation
- Authorized via IBIS where required

Requested by October 10 of the second DP year

Internal formative assessments are designed using UDL and are differentiated to help identify strengths, needs, and next steps in learning.

candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s). If a student has difficulties meeting any non-assessment requirements of a programme, the IB must be contacted to plan for inclusive access arrangements. Special access arrangements can be applied for given that the student has the necessary documentation from a person of a medical profession. We therefore welcome all information and documentation concerning students with special needs, which will enable us to apply for the correct access arrangements and supply the appropriate learning support.

If needed, the school will make reasonable adjustments for disabled students to help alleviate any substantial disadvantage they experience because of their disability and will not discriminate against them. Students and their parents will be involved as fully as possible in the decisions that affect them.

Inclusive assessment arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.



Inclusive assessment arrangements are:

1. Access to modified papers
2. Access to additional time
3. Access to writing
4. Access to reading
5. Access to speech and communication
6. Access to calculators and practical assistance
7. Access to extensions and exemptions

8. Assessment

“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized” (from *Handbook of Procedures for the Diploma Programme*, 2013).

IB diploma candidates with assessment access requirement: A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

Assessment arrangements: Students who appear to have special needs and abilities will have all their modification addressed not only in the classroom but also will meet with the IB coordinator to ensure that their accommodations can also be provided on any IB internal or external assessments. Requests for inclusive access arrangements must be submitted six months prior to an examination session. Accordingly, SEN students or their parents/legal guardians have to submit the requests for inclusive access arrangements till the end of the first year of IB Diploma Programme or by 10th October of the second year at the latest. All requests for inclusive access arrangements must be submitted on IBIS and must specify exactly which arrangements are being requested.

Assessment will be differentiated according to the teacher's decision and discussed with the Inclusion committee if needed. All teachers will utilize a variety of formative assessments to determine the individual student needs and abilities and to tailor subsequent instruction. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

9. Professional development

All teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs.

School makes plans for staff development and will include in that plan time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for differentiation.



School provides training for staff and faculty to successfully implement and support the SEN and differentiated instruction; professional development funds are available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of special needs.

10. Adverse circumstances

The principal, IB coordinator and counsellor at PRHG must be contacted if any adverse situation should arise during the course of the education. That way the IB coordinator will be able to contact the IB for guidance. Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance.

These may include: medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/November), accident or injury, severe stress/anxiety, exceptionally difficult family circumstances, bereavement (within the six-month period preceding the start of the examinations), events that may threaten the health or safety of a candidate (from Diploma Programme Assessment Procedures 2020, 2019). Adverse circumstances may also include events that affect the whole school community, such as civil unrest or a natural disaster (from Diploma Programme Assessment Procedures 2020, 2019).

The school will consider possible adverse circumstances and will act according to the IB documentation.

11. Confidentiality

PRHG takes care of students' data as written in the PRHG's Processing and protection of personal data regulation, according to the General Data Protection Regulation (GDPR).

PRHG regards confidentiality as an essential component of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admissions or when a special need or learning difference is identified, there is every attempt to safeguard all communication.

This includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school student files are kept in a locked area. Digital files are only shared within and among support staff and administration relevant to the student issue.

12. The physical barriers of the school's building

It should be noted that the school doesn't have a lift, so all sections of the school are not reachable by wheelchair. The school's building is a protected cultural monument, so it is not possible to install an elevator.

It is essential that the students can reasonably, safely and comfortably be accommodated in the building, in offsite facilities, and through the school's timetable after all reasonable and possible adjustments have been made.



13. References

- Access and inclusion policy*, International Baccalaureate Organization, Cardiff (2018)
- Candidates with assessment access requirements*, International Baccalaureate Organization, Cardiff (2014)
- Candidates with special assessment needs*, International Baccalaureate Organization, Cardiff (2011)
- Conduct of examinations booklet 2020*, International Baccalaureate Organization, Cardiff (2020)
- Diploma Programme Assessment Procedures 2020*, International Baccalaureate Organization, Cardiff (2019)
- Handbook of Procedures for the Diploma Programme*, International Baccalaureate Organization, Cardiff (2015).
- Learning diversity and inclusion in IB programmes*, International Baccalaureate Organization, Cardiff (2016)
- Meeting student learning diversity in the classroom*, International Baccalaureate Organization, Cardiff (2013)
- The IB guide to inclusive education: a resource for whole school development*, International Baccalaureate Organization, Cardiff (2019)
- Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju* (Narodne novine, 24/2015)
- Pravilnik o postupku utvrđivanja psihofizičkog stanja djeteta, učenika te sastavu stručnih povjerenstava* (Narodne novine, 67/2014)

14. Revision

This document was last revised on June 25, 2025