



# **Inclusion Policy and Practices**

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# 1. Introduction

## 1.a Guiding statements

### ***Adria International School Mission***

The mission of Adria International School is to offer high-quality education for the future, with the goal of nurturing internationally aware lifelong learners capable of contributing to a more sustainable and peaceful world.

### ***Adria International School Vision***

By creating a school culture that ensures excellence, we see Adria as a community which, owing to its international orientation and motivated and capable team, is ready to become an educational leader in the region, realizing thus the common goals for its students, their parents, as well as the local and wider global community it belongs to.

### ***Adria International School Values***

International orientation, Cooperation, Integrity, Respect and Assertiveness, Responsibility, Inclusivity

### ***International Baccalaureate (IB) mission***

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.

### ***Inclusion in the IB Context***

The IB views inclusion as an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers. It is grounded in the belief that every learner has unique strengths, interests, and learning needs. Inclusion is central to the IB learner profile and the development of principled, caring, and open-minded learners.

## 1.b Inclusion policy purpose and scope

This Inclusion Policy outlines the principles, practices, and responsibilities that support inclusive education at Adria International School across all IB programmes: Early Years, Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). While the school is currently a candidate for MYP and DP authorization, this policy reflects the inclusion practices planned for full implementation in alignment with IB expectations.

At Adria International School, we recognize and embrace learner diversity. Our inclusion policy affirms the right of every student to a meaningful and respectful learning experience. We are committed to reducing barriers to learning and participation for all students, including those with identified learning

support needs, language support needs, and those from varied cultural, linguistic, and social backgrounds.

The policy applies to all school staff, students, families, and other stakeholders, and promotes a culture of collaboration, mutual respect, support, and problem-solving. It aims to ensure that every learner is seen, valued, and supported in achieving their personal best, and that all teachers are teachers of all students.

This document is informed by the *IB Programme Standards and Practices (2020)*, the *IB Access and Inclusion Policy (2022)*, and national and international guidance and regulations on inclusive education.

### **1.c Inclusion policy review and approval process**

The Inclusion Policy is a living document, regularly reviewed to ensure alignment with IB standards, evolving best practices, and the changing needs of our school community.

A formal review is conducted every two years by a policy review team consisting of IB coordinators, the learning support team, classroom teachers, and members of the leadership team. Feedback from students, parents, and support staff is also considered in shaping revisions.

If required, updates may be made outside the regular review cycle in response to significant changes, such as curriculum shifts, staff structure, or updated legal requirements and IB guidance.

Once finalized, the revised policy is submitted to the Head of School and the leadership team for approval. The policy is then published in the school's official documentation and shared with all staff and families. New staff are introduced to the policy during induction, and families receive key information during admissions and orientation. The policy is accessible on the school website, through official learning management system (Toddle) and through other school communication channels.

## 2. Definition of inclusion at Adria International School

At Adria International School, inclusive education is defined as an ongoing and coherent process that aims to increase access to, and engagement in, meaningful learning for all students. This is achieved by actively identifying and removing barriers to learning, and by promoting a culture of collaboration, mutual respect, support, and shared problem-solving.

Inclusion at Adria goes beyond addressing specific learning needs; it reflects a school-wide commitment to equity and the belief that all students, regardless of their abilities, language backgrounds, identities, or learning profiles, have the right to learn in an environment that values their unique potential.

We believe that when students are recognised and supported for who they are—viewed through the lens of both their strengths and their challenges, rather than labels—teachers are better able to design learning experiences that foster growth, motivation, and success. All teachers are teachers of all students. It is therefore the shared responsibility of every educator to ensure that teaching and learning are differentiated, responsive, and inclusive, enabling each learner to pursue appropriate personal and academic goals.

This definition aligns with the International Baccalaureate's inclusive education philosophy and supports our mission to create a respectful, internationally-minded learning community where every student feels valued and empowered to thrive.

## 3. Guiding principles and objectives

### 3.a Guiding principles of inclusive education at Adria

At Adria International School, our inclusive philosophy is grounded in the belief that education is a fundamental human right and that every learner should feel safe, valued, and supported in a learning environment that promotes agency, participation, and success for all.

In alignment with IB principles of inclusive education, we affirm that:

- Education for all is a human right.
- Every educator is an educator of all students.
- Education is enhanced by affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and holistic development for every student.
- Learning is approached from a strength-based perspective, recognizing and building on what each student brings.
- Learning diversity is viewed as a resource, not a barrier, and contributes to a richer, more inclusive community.
- All students experience equal opportunities to access, participate in, and engage with high-quality learning experiences.
- Learning is most effective when connected to prior knowledge and experience.
- Assessment provides multiple, fair opportunities for students to demonstrate learning in different ways and is used to celebrate growth and progress.
- Students are empowered to be active participants in their learning, developing ownership and exercising their rights and responsibilities as members of a learning community.
- Student voice is central. Every student is heard, and their input is considered in shaping their learning experiences.
- The IB learner profile is developed through inclusive practices, helping students become inquiring, knowledgeable, and caring individuals who contribute to a more peaceful and respectful world.
- Diversity is defined broadly, encompassing culture, language, ability, socioeconomic background, gender identity, and learning profiles.
- All students experience success as an essential component of meaningful learning.

These principles ensure that inclusion is not a program or a place, but a school-wide culture and commitment embedded in all teaching, learning, and relationships.

### 3.b IB Principles of Teaching for Inclusive Education

In line with the IB publication *Learning diversity and inclusion in IB programmes*, Adria International School adopts four essential principles that ensure access to the curriculum and enable all learners to thrive:

1. **Affirming identity to build self-esteem**

Students thrive when their identities are recognized, affirmed, and respected. Affirming identity fosters a strong sense of belonging and self-worth, enabling learners to take risks and develop resilience. A positive identity supports students in developing the attributes of the IB learner profile and becoming internationally minded individuals.

2. **Valuing prior knowledge**

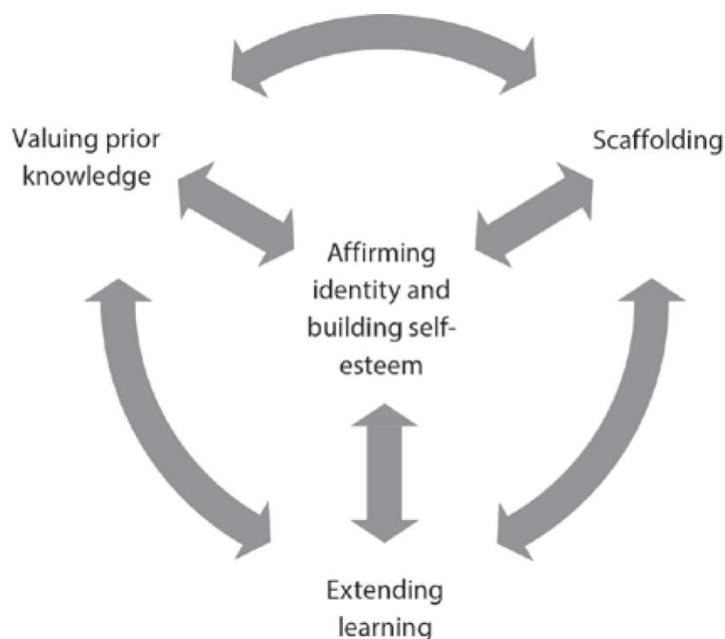
Every student enters the classroom with different experiences and understandings. Teachers assess prior learning meaningfully, activate relevant knowledge, and tailor instruction to bridge gaps and build upon strengths. This approach ensures learning is relevant, engaging, and personalized.

3. **Scaffolding learning to support independence**

Scaffolding involves breaking down learning into manageable steps while gradually building student autonomy. Strategies such as pre-teaching vocabulary, using visuals, modeling, guided practice, and graphic organizers support learners in becoming confident, independent thinkers.

4. **Extending learning for all**

High expectations are maintained for all students through cognitively rich, learner-centered experiences. By differentiating content, process, and product—and utilizing assessment and collaboration—teachers create inclusive environments where all students are challenged and supported to reach their potential.



**Source:** *Learning diversity and inclusion in IB programmes*, International Baccalaureate Organization, 2016, p. 13.

These principles are embedded across our curriculum and pedagogy, ensuring that inclusion is woven into the fabric of every learning experience.

### **3.c Objectives of Inclusive Education**

Adria International School aims to build and sustain an inclusive environment by:

- Creating a learning community that embraces and responds to the diverse educational needs of all students.
- Recognizing commonalities and honoring differences through multiple perspectives and culturally responsive pedagogy.
- Differentiating instruction to cater to varied learning styles, strengths, and needs.
- Encouraging students to reflect on their learning processes and understand their personal pathways.
- Identifying students with additional needs as early as possible to provide timely support.
- Ensuring a transparent, collaborative process of identification, assessment, and support for students with additional needs using available resources.
- Providing ongoing professional development for staff on differentiation, inclusive assessment, and adaptive instruction.
- Establishing pathways to connect students needing specialized services beyond the school's provision with external resources and professionals.
- Clarifying the roles and responsibilities of all staff in supporting students with additional learning, behavioral, emotional, or language needs.

## 4. Legal framework and compliance requirements

Adria International School operates in full alignment with the International Baccalaureate Access and Inclusion Policy and the legal requirements of the Republic of Croatia. Our school recognizes that inclusive education is a legal right and an obligation. All students—regardless of ability, disability, language background, socio-economic status, or giftedness—must have equitable access to education, individual support when required, and opportunities to achieve their full potential.

### 4.a National Legislation and Obligations

The Croatian legal framework guarantees equal, high-quality education for all students and requires schools to ensure early identification, individualized support, adapted teaching and fair assessment. Key expectations include:

- Non-discrimination and the right to inclusive education in regular schools.
- Early identification of learning difficulties, developmental needs or risk factors.
- Systematic monitoring of student development and learning progress.
- Provision of **reasonable accommodations**, adapted teaching approaches and access arrangements.
- Use of Individualized Plans (IK / IEP) for students who require differentiated support or modified content.
- Collaboration with parents and professional specialists, including external experts when needed.
- Regular documentation and reporting on learning progress.

These expectations apply to all IB programme levels offered at Adria International School.

### 4.b Students with Learning Difficulties and Additional Needs

In accordance with national requirements and official guidelines (*Smjernice za rad s učenicima s teškoćama*, MZO 2021):

- Students may follow the regular programme with an individualized approach, or
- the regular programme with content adjustments and individualized approaches, depending on needs and professional recommendations.

Individualized Plans must:

- be developed by classroom/subject teachers and professional staff,
- define goals, strategies, accommodations and assessment adaptations,
- be shared with parents,
- be reviewed regularly to track progress.

Reasonable accommodations may include adapted materials, assistive technology, flexible assessment formats, additional time, reduced task volume, modified environment or structured learning support. Adaptations aim to ensure equity—not to lower expectations or remove learning requirements.

#### **4.c Gifted Students**

Gifted students are legally recognized as students with special educational needs and therefore must receive structured support and opportunities for advanced learning. Support may include differentiated tasks, enrichment, acceleration, mentorship, competitions, external programmes and Individualized Plans for gifted learners.

#### **4.d Team for Gifted Students (Tim za darovite)**

In accordance with *Pravilnik o odgoju i obrazovanju darovite djece i učenika (NN 71/2025)*, Adria International School maintains a Team for Gifted Students (Tim za darovite).

The Principal appoints the team, including the coordinator and relevant professionals such as teachers, counsellors and a psychologist. If the school does not employ a psychologist, one must be engaged externally.

The team is responsible for:

- coordinating the process of identifying gifted students,
- preparing expert opinions and recommending support,
- developing and monitoring individualized curricula for gifted students,
- documenting progress and maintaining required records,
- ensuring cooperation among teachers, parents and external experts.

Further procedural details and documentation requirements are carried out as stated in *Pravilnik NN 71/2025*.

#### **4.e Alignment with IB Requirements**

In addition to Croatian law, Adria International School follows the IB's Access and Inclusion Policy (2022), which requires schools to remove barriers to participation, provide differentiated learning, ensure fair assessment and create a safe, affirming learning environment for every student. This ensures that legal standards and IB expectations are fully aligned in school practice.

## 5. Roles and responsibilities

At Adria International School, creating and sustaining an inclusive learning environment is a shared responsibility among all members of the school community. The following section outlines the rights and responsibilities of key stakeholders in ensuring the effective implementation of inclusive education practices.

### 5.a Students

#### Rights:

- Every student has the right to an inclusive education that respects and accommodates their diverse needs, abilities, and backgrounds.
- Students have the right to be treated with dignity, respect, and fairness by peers, teachers, and staff.

#### Responsibilities:

- Students are expected to demonstrate respect for diversity and contribute to a positive, inclusive school culture.
- They are encouraged to support their peers, cooperate in group activities, and seek help when facing academic or social challenges.
- Students should report incidents of discrimination, exclusion, or bullying to a trusted adult.

### 5.b Parents and Guardians

#### Rights

- Parents and guardians have the right to clear, timely, and transparent information regarding the school's inclusion policies and their child's progress.
- They have the right to participate in the development and review of Individual Learning Plans (ILPs) or other support measures.

#### Responsibilities

- Parents and guardians are expected to collaborate constructively with teachers and support staff in implementing agreed strategies.
- They should provide relevant information (such as medical, psychological, or educational assessments) that may assist the school in supporting their child.
- Parents are encouraged to reinforce inclusive values at home by promoting empathy, respect, and acceptance of diversity.

### 5.c Teachers and Staff

#### Rights

- Teachers and staff have the right to access professional development opportunities to strengthen their capacity in inclusive pedagogy and differentiated instruction.
- They are entitled to a safe, respectful, and supportive working environment.

### **Responsibilities**

- Educators are responsible for implementing inclusive and differentiated teaching strategies that meet the needs of all learners.
- They must actively identify and communicate student support needs to the Learning Support Team or school leadership.
- Teachers should maintain positive, respectful relationships with students, families, and colleagues, modeling inclusive values in everyday practice.
- Staff are responsible for maintaining confidentiality and adhering to the principles outlined in this policy.

## **5.d School Leadership and Administration**

### **Rights**

- The school leadership has the authority to establish, implement, and periodically review policies promoting inclusion and diversity.
- They have the right to allocate resources and prioritize initiatives that enhance access, participation, and achievement for all students.

### **Responsibilities**

- Leadership is responsible for ensuring that inclusion principles are embedded across all areas of school life — curriculum, assessment, admissions, and staff recruitment.
- They must provide training and professional development to sustain inclusive practices.
- Leadership should respond promptly and effectively to concerns related to inclusion, discrimination, or accessibility.
- They are accountable for monitoring the effectiveness of the inclusion policy and ensuring compliance with relevant IB standards and EU anti-discrimination laws.

## **5.e Collaborative Roles and Responsibilities**

Effective inclusion at Adria International School depends on collaboration between teachers, specialists, families, and external partners who work together to support students' academic, linguistic, and emotional growth.

### **Learning Support Team**

- Provide social-emotional support to enhance student well-being and resilience.
- Work collaboratively with teachers and families to develop targeted strategies that address individual needs.
- Maintain confidentiality while ensuring that student safety and well-being are prioritized.

## **EAL Support Teachers**

- Deliver targeted language support to students learning English as an additional language.
- Collaborate with classroom teachers to adapt learning materials and ensure language access.
- Monitor student progress and recommend adjustments to instruction or assessment as needed.

## **Classroom Teachers**

- Integrate inclusive practices into daily teaching through differentiation, scaffolding, and formative assessment.
- Observe and document student progress, communicating regularly with counsellors, EAL teachers, and leadership.
- Promote a classroom culture that values respect, collaboration, and diversity.

## **Parents and Guardians (as Partners)**

- Participate actively in planning and review meetings.
- Reinforce agreed support strategies at home and maintain open communication with the school.
- Model inclusive attitudes and respect for diversity.

## **External Specialists and Agencies**

- Provide professional assessments, therapies, or consultations as required.
- Collaborate with school staff to ensure continuity and consistency in student support.
- Respect school protocols and maintain confidentiality at all times.

Together, these roles form a collaborative framework that ensures every student at Adria International School receives the academic, linguistic, and emotional support necessary to thrive in an inclusive learning community.

## 6. Inclusion Practices Across Programs

Adria International School is committed to embedding inclusive education practices throughout all stages of learning, in alignment with the International Baccalaureate's principles. Our approach ensures that students with diverse needs receive appropriate support, scaffolding, and differentiated instruction to access and engage meaningfully in learning.

### 6.a Inclusion Practices in Early Years

- Play-based learning environments are structured with flexible groupings and materials that encourage sensory, language, and motor development.
- Teachers use visual schedules, songs, and routines to support learners with emerging language or self-regulation needs.
- Learning experiences are adapted based on observational data and developmental checklists, allowing for early intervention when necessary.
- Home languages are supported through storytime in multiple languages and collaborative engagement with families.
- Students acquiring English benefit from language-rich environments, supported by EAL teachers who co-plan and co-teach with classroom teachers.

### 6.b Inclusion Practices in the Primary Years Programme (PYP)

- Units of inquiry are designed with multiple entry points and differentiated tasks (e.g., visual organizers, role-play, and tiered assignments).
- Students use choice boards, learning contracts, and portfolios to demonstrate understanding in ways that suit their learning styles.
- Teachers implement guided reading and writing workshops to support literacy development at varying proficiency levels.
- EAL support is integrated through pull-out and push-in models, with language scaffolds like sentence starters, word banks, and visual aids.
- Students with additional needs may have individual learning plans co-developed with parents and supported through modified learning goals.

### 6.c Inclusion Practices in the Middle Years Programme (MYP)

- Differentiation is embedded in all subjects through tiered assignments, graphic organizers, flexible assessment formats, and extended time when appropriate.

- Students with language needs receive EAL support through co-teaching, small group instruction, and vocabulary pre-teaching aligned to content units.
- Teachers use the MYP global contexts and inquiry questions to design engaging learning experiences that connect to students' backgrounds and interests.
- Digital tools such as text-to-speech software, collaborative platforms (e.g., Padlet, Google Docs), and interactive visuals are used to support accessibility.
- Students are supported in developing ATL skills (e.g., time management, organization, note-taking) through explicit teaching and regular coaching.

## 6.d Inclusion Practices in the Diploma Programme (DP) — Future Implementation

As Adria International School prepares for IB DP authorization, inclusion practices are being aligned with the *IB Access and Inclusion Policy (2022)* and the requirements outlined in *Candidates with assessment access requirements (IBO, 2023)*. Upon authorization, Adria International School will:

- Offer appropriate access arrangements, such as additional time, assistive technology, or separate rooms for assessments, in line with IB protocols.
- Design differentiated internal assessments and classroom activities, such as alternative text types or choice-based research tasks, to engage all learners.
- Deliver targeted academic language support through EAL sessions focused on DP subjects, including reading strategies for academic texts and writing scaffolds for essays and reports.
- Provide training for teachers on inclusive assessment practices, including marking criteria adaptation and strategies for scaffolding abstract concepts.
- Build student independence by supporting the development of self-management and organizational skills, such as the use of digital planners, checklists, and study routines.

## 7. Identification, Support, and Access Arrangements

Adria International School is committed to the early identification, effective support, and equitable access for all students with diverse learning needs. Our approach is guided by IB inclusion principles, international best practices, and the Croatian legal framework on inclusive education. Support is collaborative, individualized, and continuously reviewed to ensure that every student can engage meaningfully in learning and assessment.

### 7.a Principles Guiding Identification and Support

Adria International School ensures that the identification and support of diverse learning needs are conducted through a systematic, evidence-based, and student-centered approach. The process aims to promote equitable access to the curriculum, meaningful participation in all aspects of school life, and the achievement of each student's full potential. Identification and support practices are grounded in collaboration among teachers, parents, and specialists, and are guided by the following principles:

- All students have the right to have their learning needs identified, assessed, and supported in a timely and respectful manner.
- Identification is based on multiple sources of evidence—teacher observation, assessment data, student self-reflection, and input from families and specialists.
- A graduated response model ensures early intervention, classroom-level strategies first, and progressively more specialized support as needed.
- Support focuses on reducing barriers to participation and achievement, not labeling students or limiting expectations.
- Collaboration and confidentiality are fundamental—information is shared responsibly among relevant staff and families.
- Student voice is valued; students are encouraged to participate in setting personal goals and evaluating their own progress.

### 7.b Categories of Learning Needs

Adria International School recognizes a broad range of factors that may influence a student's learning, participation, or performance. These include, but are not limited to:

- Sensory impairments (e.g., visual or hearing difficulties)
- Speech and language difficulties
- Specific learning difficulties (e.g., dyslexia, dyscalculia, dyspraxia)
- Medical conditions and physical disabilities
- Intellectual or developmental disabilities

- Behavioral, emotional, or social difficulties
- Language acquisition needs (English as an Additional Language – EAL)
- Neurodiversity (e.g., Autism Spectrum Disorder, ADHD, processing differences)

The school acknowledges that students may present with more than one area of need, and support strategies are designed to address the holistic development of each learner.

## **7.c Types of Support and Access Arrangements**

Support is designed to meet individual student needs through collaborative planning between classroom teachers, parents, counsellors, and specialist staff. Depending on the identified needs, the following types of support and access arrangements may be provided:

### **Instructional Support**

- Differentiated instruction, materials, and assessments
- Scaffolded and multi-modal learning (visual, auditory, kinesthetic)
- Targeted intervention sessions and individualized teaching
- Use of assistive technology (e.g., text-to-speech, dictation software)
- Adjusted homework load or extended deadlines

### **Environmental Support**

- Preferential seating to enhance focus or accessibility
- Reduction of sensory stimuli and access to calm spaces
- Scheduled movement or sensory breaks

### **Assessment Access Arrangements**

- Extra time during written or oral assessments
- Oral reading of test questions or use of audio materials
- Use of a scribe or word processor where appropriate
- Alternative assessment formats (e.g., oral presentations, visual tasks)
- Rest breaks during extended assessments

- Exemptions or alternative tasks only when medically or psychologically justified

### **Emotional and Behavioral Support**

- Individual or small-group counselling sessions
- Mentoring and self-regulation coaching
- Positive reinforcement and goal-setting strategies
- Collaborative behavior management plans

### **Home–School Collaboration**

- Communication diaries or digital progress reports
- Regular parent–teacher meetings to review progress
- Guidance for parents to reinforce strategies at home

All assessment access arrangements for IB assessments follow IB regulations and require documented evidence of need and proof of consistent application in school practice.

## **7.d The Identification and Referral Process**

Adria International School applies a structured three-stage model for the identification and support of students with diverse learning needs. The process emphasizes early intervention, data-driven decision-making, and collaboration among all stakeholders.

### ***Stage 1: Observation and Initial Support***

*Lead:* Classroom Teacher

*Support:* Counsellor or EAL Staff as Required

- Teachers monitor student learning and behaviour for approximately 3–4 weeks, implementing initial differentiation and accommodations.
- Observations and evidence (work samples, assessment data, behaviour logs) are documented.
- If concerns persist, the teacher consults with the Learning Support Coordinator or the Head of Section.
- An informal support plan is introduced and monitored for a further 2–3 weeks, with parents informed.

## **Stage 2: Targeted Support and Monitoring**

*Lead:* Learning Support Coordinator

*Support:* Teachers, Counsellor, EAL Staff

- A Short-Term Individualized Plan (STIP) is developed with specific strategies and goals.
- The student receives targeted support for 4–6 weeks, with systematic progress monitoring.
- If progress is limited, referral for external specialist assessment is recommended.

## **Stage 3: Formal Evaluation and Official Decision (Rješenje)**

*Lead:* Learning Support Coordinator

*Support:* Parents, Teachers, Counsellor, Principal

- Upon receiving a formal psychological/educational evaluation and the official decision determining an appropriate educational program (rješenje o primjerenom programu obrazovanja), issued in accordance with the procedure described in Articles 12–14 of the *Pravilnik o utvrđivanju psihofizičkog stanja djeteta, učenika te sastavu stručnih povjerenstava* (NN 67/14, 63/20), the school develops an Individual Educational Plan (IEP).
- The IEP includes:
  - student strengths and areas of development
  - individualized learning goals
  - access arrangements and teaching strategies
  - roles of involved staff and timelines
  - procedures for review and monitoring
- The IEP is shared with relevant staff and parents, implemented consistently, and reviewed at least annually.

## **Foreign Students**

If a student is a foreign citizen and a Croatian the official decision determining an appropriate educational program (rješenje o primjerenom programu obrazovanja) has not yet been issued, the school may temporarily rely on a formal evaluation or diagnostic documentation from the student's home country, supported by a local professional opinion, until conditions for issuing a Croatian decision are met.

The entire procedure for determining an appropriate educational program for students with developmental difficulties is carried out in accordance with Articles 12–14 of the *Pravilnik o utvrđivanju psihofizičkog stanja djeteta, učenika te sastavu stručnih povjerenstava* (NN 67/14, 63/20),

and in line with the *Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju* (NN 24/15).

## **7.e Monitoring, Review, and Evaluation of Support**

Monitoring and review are essential to maintaining the effectiveness and integrity of the school's inclusive education practices. Adria International School ensures that all support measures, access arrangements, and individualized plans are implemented consistently, evaluated regularly, and adjusted as needed. Ongoing review allows the school to respond proactively to student progress, emerging needs, and evolving educational standards. The following procedures guide the monitoring and review process:

- The progress of students receiving support is systematically monitored through classroom assessments, teacher observations, and feedback from counsellors and specialists.
- Adjustments to support plans are made collaboratively and documented within the school's student support records.
- The effectiveness of inclusion practices is reviewed annually to ensure alignment with IB Programme Standards and Practices, Croatian legal requirements, and international best practices in inclusive education.

## **7.f Access Arrangements for Assessment**

Adria International School ensures that students with formally documented learning needs are provided with appropriate access arrangements, particularly in assessment contexts. These arrangements are designed to reduce barriers to demonstrating learning and are always based on the student's usual way of working in the classroom, supported by relevant documentation (such as a psychoeducational report, medical diagnosis, or certificate of eligibility issued by Croatian authorities).

Depending on individual needs, access arrangements may include:

- Additional time
- Rest breaks
- Use of a reader or scribe
- Access to assistive technology (e.g., word processor, speech-to-text software)
- Modified exam papers (e.g., enlarged print or simplified layout)
- Alternative venue or seating

All access arrangements are designed to ensure that students are neither advantaged nor disadvantaged, upholding the principles of fairness, equity, and inclusion.

### ***Middle Years Programme (MYP)***

In the MYP, access arrangements apply to both classroom assessments and external components, where applicable.

- The school is responsible for identifying and implementing appropriate accommodations in line with IB MYP inclusion guidelines.
- All arrangements must reflect the student’s regular classroom practice and be supported by relevant evidence.
- Documentation and records of implemented accommodations are maintained securely and reviewed regularly by the Learning Support Coordinator in consultation with the MYP Coordinator.

### ***Diploma Programme (DP)***

In the DP, access arrangements for internal assessments are managed by the school in accordance with IB expectations.

For external assessments (including final examinations):

- The DP Coordinator is responsible for submitting formal requests for access arrangements to the IB on behalf of students.
- Requests must be supported by current and appropriate documentation that meets IB requirements and reflects the student’s normal way of working.
- Only the IB may authorize access arrangements for final examinations. Schools may not unilaterally grant accommodations for these assessments.
- Applications should be submitted well in advance of examination sessions to ensure timely approval and implementation.

Access arrangements across both programmes are reviewed annually or as student needs evolve, ensuring continued alignment with the student’s profile and IB policy requirements. All personal and medical information is treated as confidential and shared only with authorized staff directly involved in implementing accommodations.

## **7.g Inclusive Access for Students with Language Needs**

Adria International School recognizes that some students pursue their studies and assessments in a language that is not their first or best language. In alignment with the *IB Access and Inclusion Policy (2024)*, the school provides inclusive access arrangements to ensure that additional language learners can demonstrate their understanding and skills without being unfairly hindered by linguistic barriers.

### ***Eligibility***

- Eligibility for inclusive access arrangements for additional language learners is determined using standardized evidence of language proficiency and educational documentation.

- A standardized language test measuring skills in speaking, listening, reading, and writing must be completed within one year prior to the intended IB assessment session.
- The school submits evidence showing that the student’s proficiency is below the linguistically competent level, defined as below CEFR B2.1, WIDA 4.0, or ACTFL Advanced Mid, or equivalent.
- The IB does not prescribe which standardized language test must be used; however, it must provide valid, reliable, and comparable proficiency data.

### ***Scope of Access Arrangements***

- Inclusive access for additional language learners applies only to non-language subjects (e.g. individuals and societies, sciences, mathematics, arts, design, and core components).
- Access arrangements do not apply to language and literature or language acquisition examinations, except for classical languages where responses must be in English, French, or Spanish.
- Examples of permitted access arrangements include:
  - Additional time
  - Clarification of key words or phrases
  - Access to translated or adapted assessment materials (where permitted by the IB)
  - Use of a bilingual dictionary

### ***Review and Renewal***

- For MYP and DP candidates, requests for inclusive access as an additional language learner must be submitted for each examination session with current supporting evidence.
- Eligibility does not automatically carry forward between sessions.
- Authorized additional language learners in the MYP are eligible for the bilingual MYP Certificate, and in the DP for the bilingual Diploma or Certificate, as defined by IB criteria.

### ***Principles***

- Access arrangements for language learners are intended to remove linguistic barriers, not to lower academic expectations or alter the construct being assessed.
- Such accommodations must reflect the student’s usual way of working in class and be applied consistently in both teaching and assessment.
- All documentation and records are maintained securely and treated with strict confidentiality.



## 8. Admission and Inclusion of Students with Diverse Learning Needs

Adria International School is committed to an inclusive admissions process that seeks to identify and support the individual needs of all students, in line with the school's mission and the principles of the IB programmes. The school acknowledges that every learner is unique, and we aim to create a welcoming environment where all students can access quality education and thrive both academically and personally.

To ensure the appropriate support can be planned from the outset, parents/guardians are expected to provide all relevant documentation and information regarding a student's learning profile, including any medical reports, psychological or educational assessments, and records of previous support provided. This information is essential for the school leadership to make informed decisions about how best to meet the student's needs in a manner that is respectful, professional, and in the best interest of the child.

All applications are considered on an individual basis. The school will make reasonable efforts to accommodate students with diverse learning needs, including those requiring academic, language, social-emotional, or physical support. However, admission is contingent on the school's capacity to provide adequate resources, staffing, and expertise at the time of application.

In cases where the school determines, after a thorough review, that it is unable to provide the necessary level of support for a student, the leadership reserves the right to decline the application. Such decisions are made thoughtfully, transparently, and in communication with the family, always prioritizing the student's well-being and right to quality education.

Whenever possible, the school will collaborate with families to explore alternative solutions, referrals, or phased support models.

## 9. Social and Emotional Well-being

Adria International School recognizes that social and emotional well-being is fundamental to inclusive education and underpins every student's ability to learn, participate, and flourish. Supporting emotional health is therefore an essential component of the school's inclusion framework and a shared responsibility among staff, students, and families.

### ***Guiding Principles***

- Social and emotional well-being is embedded within the school's culture and curriculum as a foundation for equity, inclusion, and student agency.
- The development of IB Learner Profile attributes—such as being caring, balanced, reflective, and principled—is actively nurtured through classroom practice and school-wide initiatives.
- Approaches to Learning (ATL) skills—particularly self-management, communication, and social collaboration—serve as key pathways for developing students' emotional resilience and interpersonal competence.
- A safe, respectful, and caring school climate is maintained through consistent expectations, restorative practices, and open communication.

### ***Implementation***

- Curriculum integration: Social and Emotional Learning (SEL) is embedded across subjects and pastoral programs, guided by the CASEL framework and aligned with IB principles.
- Classroom practice: Teachers intentionally cultivate inclusive environments that promote empathy, cooperation, and reflective thinking, integrating SEL skills into daily instruction and assessment.
- Professional capacity: Staff receive ongoing professional development through collaboration with the school counsellor and Learning Support Team to strengthen awareness of student well-being, apply trauma-informed approaches, and recognize early signs of distress.

### ***Family and Community Partnerships***

- The school values partnership with families in promoting student well-being. Regular communication ensures parents are informed and involved in supporting social and emotional development.
- The school offers guidance meetings and workshops for parents on topics such as resilience, stress management, and positive behavior support.
- Partnerships with community organizations extend access to additional counseling, mental health, and social services when required.

### ***Monitoring and Review***

- The school Learning Support Team, supported by the leadership team, oversees the implementation and evaluation of SEL practices and well-being initiatives.

- Data from teacher observations, student reflections, and pastoral records inform ongoing review of strategies and interventions.
- Social and emotional well-being programs are reviewed annually to ensure alignment with IB Programme Standards and Practices, the school's inclusion philosophy, and evolving community needs.

## 10. Links to Related School Policies

The Inclusion Policy at Adria International School is closely connected with other key school policies to ensure a comprehensive and consistent approach to supporting all learners. These include:

- **Admissions Policy:** Establishes the procedures and criteria for student enrollment, including provisions for students with diverse learning needs, to ensure equitable access to our educational programs.
- **Language Policy:** Addresses support for language development, including English as an Additional Language (EAL), which is fundamental to fostering inclusion across all programmes. This policy complements the Inclusion Policy, particularly in the provision of support and inclusive access for students learning in a language other than their mother tongue.
- **Assessment Policy:** Outlines accommodations and access arrangements for assessments, ensuring fair and equitable opportunities for all students to demonstrate their learning in alignment with IB standards.
- **Academic Integrity Policy:** Promotes a culture of honesty, fairness, and respect, which supports an inclusive and respectful learning environment.

Together, these policies provide a framework that reinforces the values and practices of inclusive education at Adria International School. They are reviewed regularly to maintain alignment with IB requirements and evolving best practices.

## 11. References

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United Nations. *Convention on the Rights of the Child*. United Nations General Assembly, 1989.

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## 12. Appendices

### 12.a Appendix 1: Observation and Referral Form.

#### Preliminary Study

File name: 01 (grade) Last Name First Name-Student Study Team Process)

Student Name:
Referral Date and Grade Level:
Referring Teacher/s:

Reason for requesting a meeting to start the process (short description):
Links to Data Collected (ex: Reading assessment <a href="#">TCRWP</a> , classroom assessments and work samples; please, insert link to digital work samples and teacher feedback).
Strategies Tried in Class so Far:

## 12.b Appendix 2: Individualized Learning Plan (ILP) Template



### INDIVIDUAL LEARNING PLAN

Name of the student:  
Age:

Date of birth:  
Grade:

BACKGROUND

AREAS OF CHALLENGES
Language:
Behaviour:
Emotional aspect:
Physical aspect:

STRENGTHS

ACCOMMODATIONS/ RESOURCES						
Environment	Instructional support	Organisation/ Timing	Assessment adjustments	Reading	Assistive technology	Social Emotional

SHORT TERM GOALS	ACTIONS <small>T (Teacher), S (Student), P (Parent), LS (Counsellor)</small>
LONG TERM GOALS	ACTIONS <small>T (Teacher), S (Student), P (Parent), C (Counsellor)</small>

Person in charge:  
Date:  
Revision of the ILP:

## 12.c Appendix 3: Learning Support Strategies and Resources Guide

This guide provides teachers and staff with practical strategies and resources to support diverse learners effectively within inclusive classrooms at Adria International School.

### *Differentiation Strategies*

**Content:** Adjust the complexity, length, or format of learning materials to match student needs.

Example: Provide simplified texts or summaries for students with reading difficulties.

**Process:** Vary activities or scaffolding to accommodate different learning styles.

Example: Use graphic organizers, visual aids, or hands-on activities to reinforce concepts.

**Product:** Allow students to demonstrate understanding through different formats.

Example: Oral presentations, visual projects, or multimedia assignments instead of written reports.

### *Classroom Accommodations*

- Preferential seating to reduce distractions
- Use of assistive technology (text-to-speech, audiobooks, speech recognition)
- Extra time on tests and assignments
- Instructions given both orally and in writing
- Breaking down tasks into manageable steps
- Frequent check-ins and feedback sessions
- Use of visuals, charts, and graphic organizers
- Provide sensory breaks or calm spaces as needed

### *Emotional and Behavioral Support*

- Establish clear classroom routines and expectations
- Use positive reinforcement and goal-setting techniques
- Social-emotional learning integrated into daily activities
- Collaborative problem-solving and conflict resolution strategies
- Access to counseling support when needed

### ***Collaboration and Resources***

- Work closely with EAL support teachers and counselors to address language and emotional needs
- Utilize external specialists and community resources as appropriate
- Engage families in planning and supporting their child's learning journey

## 12.d Appendix 4: Access Arrangements Procedures

The purpose of access arrangements is to ensure fair and equitable assessment conditions for students with additional learning needs, in line with IB regulations and school policy.

### *Internal Access Arrangements (Classroom and School Assessments)*

1. **Identification:** Teachers and counselors identify students who may require access arrangements based on observed needs or formal diagnosis.
2. **Documentation:** Teachers complete a referral form and submit evidence (observations, assessments, medical certificates) to the DP coordinator or designated staff.
3. **Planning:** An individual Access Plan is developed collaboratively with teachers, counselors, parents, and students, detailing accommodations such as extra time, rest breaks, or assistive technology.
4. **Implementation:** Arrangements are applied consistently during classroom assessments, tests, and internal exams. Teachers monitor effectiveness and adjust as needed.
5. **Review:** Access Plans are reviewed annually or when new information arises.

### *MYP and DP External Assessment Accommodations*

1. **Eligibility:** Students with documented needs and access plans may be eligible for accommodations in IB external assessments (e.g., written exams, oral exams).
2. **Application:** The DP coordinator (or MYP coordinator when applicable) collects required documentation and submits the Access Arrangement Request to the IB well in advance of assessment deadlines.
3. **Approval:** The IB Access and Inclusion Department reviews applications and grants accommodations based on policy criteria.
4. **Implementation:** Approved accommodations are strictly followed during IB external assessments. The school ensures staff and students are informed and prepared.
5. **Communication:** Any updates or changes to access arrangements from the IB are promptly communicated to all relevant stakeholders.