



BME International Secondary Grammar School, IB DP

INCLUSION POLICY AND PROCEDURE

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1. Vision for Inclusion

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.

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.

At BME International Secondary School, we are committed to creating an inclusive, equitable, and nurturing learning environment where every student—regardless of learning needs, abilities, or background—can thrive and fully access the International Baccalaureate (IB) curriculum. By providing personalized support, promoting collaboration with families, and ensuring the well-being of all learners, we aim to create an inclusive atmosphere that supports both academic growth and social-emotional development. Our teachers are dedicated to using differentiated instruction and inclusive practices, in line with the IB philosophy of developing compassionate, globally-minded individuals who appreciate diverse perspectives. Our vision is to embed inclusive values into every facet of the school, ensuring students with Special Educational Needs (SEN) are recognized, supported, and empowered to achieve their full potential.

2. Understanding Special Educational Needs

Students may have a range of SEN, including but not limited to:

- Learning difficulties (e.g. dyslexia, dyscalculia)
- Social, emotional, or mental health needs
- Physical or sensory impairments
- Language and communication difficulties (e.g. ASD, speech disorders)
- Gifted and Talented profiles requiring differentiation

Our inclusive approach acknowledges both diagnosed conditions and emerging needs that impact learning.

3. Student Information Management

In case of an enrollment of a student with the necessity of inclusion, the school will maintain detailed, secure, and confidential records for students with Special Educational Needs, which include:

- Diagnosis documentation (student-provided)

- Individual Learning Plans (ILPs)

The school will develop for each subject an Individual Learning Plan, tailored to the needs of the particular student. Throughout the year the plan will be implemented by the subject teachers.

- Assessment results and accommodations

The IB Coordinator will cooperate with the Central IB agency to create a “file”, in which all the suggested recommendations will be detailed for assessment.

- Parent/guardian and student input

- External specialist reports

These records will be stored securely on our school's information management system, accessible only to relevant staff (e.g. Special Education Needs Coordinator, IB Coordinator, Principal, tutors, and relevant classroom teachers). The Special Education Needs Coordinator would be responsible for data management.

4. Information Sharing at Transition Points

Key transitions (e.g. mainstream secondary to IB DP program, between grade levels, or post-secondary planning) involve structured handovers:

- Scheduled meeting(s) between current and receiving teachers
- Transfer of Individual Learning Plans and assessment reports
- Meetings with families and the student
- Collaboration with external agencies where necessary (third party professionals and IB main branch)

5. Roles, Rights, and Responsibilities

- **Students:** Have the right to equitable access to education, dignity, and tailored support.
- **Teachers:** Are responsible for implementing inclusive practices and differentiating instruction.
- **IB Coordinator:** Leads identification, provision, and monitoring of SEN support.
- **Parents/Guardians:** Are partners in planning and supporting their child's learning journey.
- **School Leadership:** Ensures legal compliance, resource allocation, and policy review.

6. Existing Expertise and Practices

With the cooperation of the IB main branch, we currently are able to provide:

- Differentiated instruction
- Extended time or accommodations during assessments
- Use of assistive technology
- Individualized Learning Plans co-developed with staff, student, and family

Enrollment phase:

Our process starts with the enrollment process, where prospective students take English tests, followed by an interview. These assessments help us finalize admission offers and subject selections for students entering the IB Diploma Programme (IBDP). The choice of DP course versus the full diploma is made in consultation between the Principal of School, IB Coordinator, Parents and Student.

Teaching and Learning Phase:

BME International School recognizes that students may possess the intellectual capacity to meet all curriculum and assessment requirements but may require additional support to realize their full potential. In alignment with this principle: Differentiation initiatives for Diploma Programme students will be collaboratively designed with input from the Special Educational Needs (SEN) coordinator, Principal of School, the Diploma Programme Coordinator, and teachers. The aim is to foster academic progress and achievement for all students, including those with learning needs, ensuring that IBDP students can achieve expected progress from their unique starting points. Our teaching and learning phase is dedicated to promoting

individual student achievement, fostering self-esteem, and enhancing inclusion in the mainstream classroom. As stated by the International Baccalaureate Organization (IBO, 2004), our goal is to meet the individual learning needs of all students and improve their integration into the broader classroom environment.

Examination Phase:

During the examination phase, everyone plays a crucial role, including teachers, the Special Educational Needs (SEN) coordinator, the Diploma Programme (DP) coordinator, The Principal of School, parents, and the authorization of the International Baccalaureate Organization (IBO). The IB acknowledges the importance of ensuring that all candidates have a fair opportunity to demonstrate their abilities under assessment conditions. BME International School is committed to providing special arrangements for candidates with special needs, in alignment with the IB's principles. This collaborative effort involves coordinating support services, accommodations, and any necessary adjustments to ensure that every student can showcase their knowledge and skills to the best of their ability during examinations.

Special Arrangements: If necessary, BME International School will offer special arrangements for candidates with special needs, subject to approval from the International Baccalaureate (IB).

Documentation Requirement: Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

- An official report that includes: a psychological/medical report evidence from a language test for additional language learners.
- Educational evidence from the school.

Access arrangements are based on a student's current access requirements. The supporting evidence must therefore justify that access arrangements are necessary for the current assessment. All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges. The language test for additional language learners must be conducted no earlier than one year before an IB assessment and the report must be dated accordingly.

Psychological/medical reports: A psychological/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence. The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the student to write or be involved in the writing of the report.

Educational evidence: Educational evidence can be a letter/observational report from the coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in the classroom, plus a summary about the arrangements provided to the student in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student, or a sample of work done under timed conditions without the access arrangements that are being requested

Administration of access arrangements during DP examinations

The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another student, a relative of the student, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The school and the parents are responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software.

Arrangements not requiring IBO authorization for IB assessments

Separate room: A candidate may be allowed to take an examination in a separate room within the school for both class tests and IB examinations if it is deemed to be in the best interests of the candidate or other candidates in the group.

Specific seating location/Adapted desk or seat: A candidate with physical, sensory, psychological, or medical challenges, or any difficulty requiring specific seating arrangements, can have appropriate seating arranged by the coordinator.

Use of aids: A candidate who normally uses an aid (coloured overlay or filter lenses, hearing aid, headphones, visual aid, etc) is allowed to use the aid in examinations.

Sign language interpreter: For examinations, a sign language interpreter may be provided to facilitate communication for candidates with hearing challenges.

Communicator: A candidate facing challenges such as sensory or medical conditions, or any other difficulty, may require the assistance of a communicator during examinations to clarify instructions or directions.

Rest breaks: A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.

Prompter: A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using non verbal prompts.

Care assistant: A student with challenges such as a sensory impairment, medical condition, or any other difficulty may require the support of a care assistant during the examination.

Arrangements requiring IBO authorization for IB assessments

Additional time: Additional time for IB assessments will be authorized on the basis of the eligibility criteria, linked to the degree of the access requirement Modification in the presentation of the examination

- Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and text of audio content, Image descriptions or other adaptations to questions, arrangements for colour blindness
- A non-writable electronic (PDF) version of the examination can be provided upon request for students with reading or visual challenges who require access to reading software.

Flexibility in response: The following devices, technology, or arrangements can be made with the approval of the IBO, accompanied by specific rules and regulations tailored to each accommodation. These guidelines ensure adherence to standards and effective implementation based on the individual scenario.

- Text-to-speech
- Talking calculator Applicable only for DP:
- Word processor
- Speech recognition software
- Four-function calculator(basic calculator performing only the functions of addition, subtraction, multiplication and division.)
- Transcription

Use of human assistance

Family members cannot be appointed as assistants for a student during an examination. This rule applies under all circumstances, including when a request has been made for an alternative venue for examinations to be conducted at home.

Reasonable adjustments

Any flexibility introduced to learning, teaching and assessment that is not covered in the standard list of inclusive access arrangements is termed as a reasonable adjustment. This flexibility is unique to a student based on factors such as requirement, way of working, strengths and difficulties. If the reasonable adjustment being considered for a student is also to apply to IB assessments, then the school must consult with the IB before planning the adjustment. This is to make sure that what is being planned is viable and appropriate for IB assessments. The IB will engage with the school to authorize the most appropriate, supportive, fair and optimal reasonable adjustment.

7. Assessment, Screening, and Diagnostic Tools

Our qualified staff administer and interpret:

- Teacher observation checklists
- Learning style inventories carried out by external professionals (e.g. educational psychologists) conduct special, field-related assessments.

8. Possible collaboration with External Agencies

Every time we have a student with special educational needs, we might seeking the help, professional assessment and partnership with:

- Educational psychologists
 - Speech and language therapists
 - Occupational therapists
 - Mental health professionals
 - Music/art therapists
- These partnerships help us deliver individualized, expert-informed support.

9. Support Mechanisms and Resources

Available supports include:

- Special assessment arrangements (as per IB Access and Inclusion Policy)
- Individual and small group support sessions
- Use of alternative formats/materials
- Social-emotional learning support
- Individual Learning Plans that guide personalized learning strategies (IB standardized)

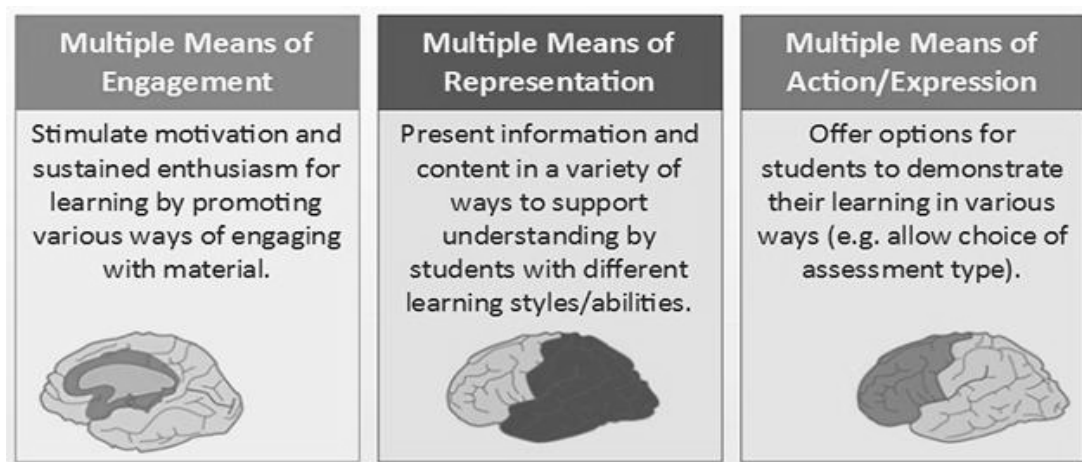
10. Ensuring Equitable Access

All students with Special Educational Needs have:

- Access to the full IB curriculum
- Appropriate accommodations and modifications

This is facilitated through universal design for learning (UDL) principles and continuous teacher information sessions. Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Students with Disabilities. This growing movement aims to improve the educational experience of all students by introducing more flexible methods of teaching, assessment and service provision to cater for different styles of learners. This approach is underpinned by research in the field of neuroscience and is designed to improve the learning experience and outcomes for all students.

The UDL guidelines provided by US organisation CAST are based on the idea that there is no such thing as a 'typical' or 'average' student, that all students learn differently and that to successfully teach for all students, we have to introduce greater flexibility into teaching and learning practice. They say that educators should follow 3 core principles when designing learning experiences, building in:



Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

Multiple Means of Representation

Present information and context content in a variety of ways to support understanding by students with different learning styles or abilities

Multiple Means of Action and Expression

Offer options for students to demonstrate their learning in various ways EG allow choice of assessment type

11. Professional Development

Ongoing Professional Development includes:

- Special Educational Needs best practices and differentiation strategies
- IB guidelines on inclusion and assessment accommodations

12. Legal Compliance

Our policy adheres to:

- National education laws and Special Educational Needs frameworks
- IB policies on access and inclusion
- Child protection and data privacy legislation

This policy is designed to comply with all applicable Hungarian laws and regulations concerning education and the rights of students with disabilities, as the school must remain a legal entity registered under local law. We operate a strict non-discrimination policy on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex, or marital status. This policy applies to all students across our IB programme (DP) who require additional support to participate fully in teaching, learning, and assessment. Support is provided to students with identified special educational needs (SEN), learning difficulties, physical disabilities, and English as an Additional Language (EAL) needs. During the admission procedure, parents are required to provide comprehensive documentation regarding a child's background and any existing needs, such as professional evaluations or existing Individualized Education Programs (IEPs).

- **Provision of Support:** The school welcomes students with moderate learning needs, provided that our learning support department can offer the specific interventions required within the school's available resources.

- **Limits of Provision:** In the best interest of the student, if a need becomes apparent that cannot be adequately met by the school's available resources or professional expertise, the student may not be admitted.
 - **Support Services:** Learning Support (LSS) teachers work with students individually or in small groups.
 - **Access Arrangements for Assessments:** For IB internal and external assessments, the school applies for authorized "access arrangements" (e.g., extended writing time of 10-25%, use of a reader, or a scribe) based on professional documentation. These adjustments are made to ensure fair assessment without providing an undue advantage.
 - **Confidentiality:** All student data and records regarding specific needs are handled with discretion and confidentiality, in compliance with relevant data protection laws.
- **Act CXC of 2011 on National Public Education:** This is the central piece of legislation. It ensures the right to free and accessible education up to the secondary level.
- **Definition of SEN:** It defines children/learners with Special Educational Needs (SEN) as those with physical, sensory, intellectual, or speech disabilities, multiple disabilities, autism spectrum disorder, or other severe psychological/developmental disorders.
 - **Integration Mandate:** The Act supports the principle of integration, allowing students with SEN to attend mainstream schools. However, it also permits separate special education institutions or classes, giving parents a choice based on expert opinion.
 - **Support Services:** The Act mandates the provision of pedagogical assistance services, including logopedics, conductive education, psychological services, and remedial gymnastics, to support students with needs.
 - **Individual Development Plans (IEPs):** For students with SEN, individual development plans are mandatory and form the basis of their assessment and curriculum requirements.
 - **Non-discrimination:** The Act aims to enforce anti-discrimination efforts throughout the education system.
- **The Fundamental Law of Hungary (Article XI):** This foundational document establishes the general right to education for every Hungarian citizen, which the state must ensure is accessible according to individual abilities.
- **Ministry of Human Capacities Decree 15/2013 (II. 26.) on pedagogical assistance services:** This decree regulates the work of expert committees whose opinions determine a child's eligibility for special educational support and placement.

- **Act LXXXIV of 1998 on Family Support:** This act provides for increased family allowances and support for families caring for children with long-term illnesses or severe disabilities, providing financial and health-related support that underpins educational access.
- **Act CXXV of 2003 on Equal Opportunities:** This legislation gives parents of students with SEN the right to be involved in decision-making regarding their child's educational placement.
- **Government Decree 20/2012 (VIII. 31.) on the operation of educational institutions:** This decree details the operational rules for schools, including provisions for how students with SEN can receive accommodations for examinations (e.g., modified test conditions) based on expert recommendations.

These legal instruments collectively create a framework that mandates identification, assessment, support, and non-discrimination for students with special educational needs within the Hungarian public education system.

13. Monitoring and Evaluation

The Special Educational Needs provision is monitored through:

- Annual reviews of Individual Learning Plans
- Feedback from students, parents, and staff
- Learning outcomes tracking
- Inclusion audits
- Reports to the leadership team

The IB Coordinator leads this process, supported by the two DP tutors (Year 11 and Year 12) and the Special Educational Needs coordinator.

14. Areas for Improvement

We recognize the need to:

- Create our trained Special Educational Needs specialist(s)
- Improve early identification protocols
- Increase access to therapeutic services
- Enhance student voice in Individual Learning Plans development

Based on real-life examples a strategic development plan might be created, addressing these gaps over the next 5 years.

15. Connections to other Policies

INCLUSION AND ADMISSION POLICY The Inclusion Policy and Admission Policy are closely aligned to ensure that all students, regardless of their individual backgrounds, abilities, or needs, have equitable access to education. Our Admission Policy is inclusive, welcoming students with diverse learning profiles and providing them with the support needed to succeed in an IB environment. By upholding the principles of inclusion, we ensure that admission decisions are made with a commitment to diversity, non-discrimination, and the provision of appropriate resources for students requiring additional support. This reflects our dedication to creating a learning community where every child can thrive and fully participate.

INCLUSION AND ASSESSMENT POLICY The Inclusion Policy and Assessment Policy work hand in hand to ensure that all students are provided with fair and accessible opportunities to demonstrate their learning. Our Assessment Policy is designed to accommodate diverse learning needs, offering differentiated assessment methods, modified tasks, and appropriate accommodations for students with special educational needs. By fostering an inclusive approach to assessment, we ensure that every student, regardless of their abilities or challenges, can reflect their understanding in a manner that aligns with the IB philosophy of fairness, equity, and holistic development. This commitment ensures that all learners are assessed according to their potential while upholding the integrity of the IB framework.

INCLUSION AND LANGUAGE POLICY The Inclusion Policy and Language Policy are interconnected to support a diverse learning community where all students, regardless of their linguistic background or language proficiency, have equal access to learning. Our Language Policy emphasizes the development of multilingualism and provides language support services, ensuring that students from various language backgrounds can engage meaningfully with the IB curriculum. By aligning with the Inclusion Policy, we ensure that students with language needs receive tailored assistance, such as differentiated instruction, additional language acquisition

resources, and cultural sensitivity, fostering an inclusive environment where every learner can succeed academically and socially.

16. Policy Review

This policy has been created and accepted by the IB staff of BME International Secondary School and reviewed **annually** in June by the IB Coordinators, and Head of School, with feedback from stakeholders.

Last Reviewed: December 2025

Next Review Due: June 2026

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- Government Decree 20/2012 (VIII. 31.) on the operation of educational institutions (Hungary)