

Ruđer Bošković School

Primary Years Programme (PYP)

Inclusion/Special Educational Needs Policy

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School Mission Statement:

Ruđer Bošković School inspires learners to become honourable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and world-wide communities.

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In accordance with our mission, we believe and accept that each learner is a unique person, that each of them has their own strengths and areas in which they need support and encouragement so that they can realize their full potential on the path of their personal growth.

The described practices are in accordance with IB philosophy and IB Programme Standards and Practices documents, Learning Diversity and Inclusion in IB Programmes (2018), Access and Inclusion Policy (2016), Using Universal Design for Learning (UDL) in the IB Classroom (2016), Meeting Student Learning Diversity in the Classroom (2013), as well as the umbrella law in the field of education in our country: the Law on the Education System Foundations of the Republic of Serbia (hereinafter: the Law) from August 2009 (this law regulates the basics of inclusive education and is further elaborated through a number of bylaws and regulations adopted in 2010, 2013 and 2017), the Rulebook on Closer Instructions for Determining the Right to Individual Educational Plan, Its Implementation and Evaluation.

The document has been prepared in accordance with the following IB standards:

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programs. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

The document was drafted in accordance with the Law on the Education System Foundations of the Republic of Serbia. The law includes, but is not limited to, the following:

- prohibition of discrimination and discriminatory treatment as well as any form of separation that is not in the best interest of the child;

- introduction of a new enrollment policy: instead of testing the child before starting school, the check is performed on the enrolled children in order to identify those who need special/additional educational support;
- introduction of a new program policy: education that includes the use of personalized methods or individual educational plans;
- introduction of the individual educational program 1 (IEP1 - an adapted program), the individual educational program 2 (IEP2 - an adapted and modified program) and the individual educational program 3 (IOP3 - an enriched and expanded program for students with exceptional abilities);
- introduction of a new assessment and evaluation policy: formative assessment, assessment according to the IEP (individual educational program, final exam according to a customized procedure, external assessment in accordance with the quality standards based on the established indicators).

This document has been created in order to outline the special educational needs and inclusion practices at Ruđer Bošković School and make them available to the school community. This document is linked with Assessment and Language Policy.

Philosophy of special educational needs/inclusion:

The publication entitled *Diversity of Learning Needs in IB Programmes (2010)* states that “...inclusion is an ongoing process that aims to increase access and involvement in the learning process for all students by identifying and removing barriers. This can be successfully achieved in an atmosphere of cooperation, mutual respect, support and problem solving. Inclusion is the profile of learners in action, the outcome of a community in which active learning takes place.”

Ruđer Bošković School accepts all learners, regardless of different developmental individual characteristics, and supports inclusion if it can meet the emotional, social, educational and physical needs of students.

Ruđer Bošković School accepts students with special educational needs and supports inclusion within each classroom. Parents/guardians and learners are encouraged to be open, to inform the school if there are any learning difficulties and to provide medical history information if necessary. The joint work and cooperation of teachers, school psychologists, learners and parents/guardians enable careful assessment, planning and monitoring of learners' progress. In the school community, positive, caring and respectful communication is nurtured among all its members. Students, parents /guardians

and teachers are given many opportunities in which they can provide support and develop an environment that provides support to all learners.

Who are the learners who need additional support in education

A learner may be considered to need additional support if they have developmental, learning or behavioral difficulties that interfere with their functioning and further progress. Difficulties can be expressed to a greater or lesser extent, in a shorter or longer period of time, in one or more areas of functioning. Taking into account the specifics of the special educational needs of each child, our goal is to work on providing support, to create an adequate school environment and to remove barriers in order to enable their further personal advancement.

Learners need additional support in education due to difficulties in accessing, inclusion and participation in education and upbringing if these difficulties affect their well-being, i.e. achieving the outcomes of education and upbringing. This refers to the learners who:

- 1) have learning or behavioral difficulties (due to specific learning disabilities or behavioral and emotional development problems);
- 2) have developmental disabilities or disabilities (physical, motor, sensory, intellectual or autism spectrum disorders);
- 3) demonstrate giftedness or talent(s) in certain areas;
- 4) come from and/or live in a socially unstimulating environment;
- 5) for other reasons are entitled to the right to educational support.

What can be possible barriers to learning

Barriers to learning can originate from the way a school is organized and how it functions, as well as what resources it has at its disposal. The ways in which its policies are defined and the ways in which multiculturalism and acceptance of mutual differences are developed, can also be obstacles to mutual understanding. It is very important to clearly define the approaches in teaching and learning, as well as to regulate the mutual relations of all participants in the educational process in order to ensure the involvement of each individual. The construction of school space in the physical sense can also be an obstacle.

The school management is obliged to ensure the removal of learning barriers for all members of the school community in cooperation with teachers, professional associates, specialists, parents, learners and all other participants in the educational process.

Every teacher is obliged to indiscriminately approach the education and upbringing of every learner; to enable each learner to be involved in the appropriate teaching and learning processes.

Effective practices in dealing with diverse learning needs

All teachers in Ruđer Bošković School are fully informed and trained to meet various learning needs during the planning of and throughout the learning and teaching processes. The School adopts IBO guidelines regarding the differentiation in learning.

Differentiated teaching

Differentiation is “... an approach in teaching that advocates active planning that takes into account learners' diversity in the classroom.” (Tomlinson and Allan, 2000). Differentiation is considered to be the process of noticing, in each learner, the most effective strategy for achieving personal learning goals. When considering a pedagogical approach to meeting learning needs, teachers should also keep in mind the language profile of each learner.

Differentiation and individualization of teaching is done in order to provide support to learners in order to achieve better progress and maximize their potential in all areas.

It refers to:

❖ **Adapting methods, materials and teaching aids**

a) Introduction of a new lesson/lecture/topic

- Providing visual aids
- Engaging multiple senses (visual, auditory, kinesthetic) with the use of adequate material
- Highlighting key items
- Dividing longer lectures into shorter segments
- Peer teaching

- Additional adjustments

b) Setting tasks

- Giving learners enough time to complete the task, insisting on quality rather than the quantity of work
- Simplifying complex instructions, breaking them down into shorter parts
- Using technology and different strategies for learning
- Rewarding participation and constantly motivating learners
- Implementing additional adjustments

c) Assessment

- Using different types of tests/assessment (oral, visual, multiple choice, kinesthetic, schematic ...)
- Giving additional test/assessment time
- Implementing peer support and teamwork
- Creating an atmosphere that does not put pressure on the learner
- Implementing additional adjustments

d) Organizing learning

- Allowing the learner to sit close to the teacher or a positive role model
- Providing assistance with the organization of learning and reward system for successfully completed task
- Organizing more working groups in the classroom
- Weekly reporting to parents on their children's progress

- Implementing additional adjustments

e) Behavior

- Setting simple and clear rules of conduct which are posted in the corridors and on classroom walls as reminders that learners should follow
- Praising and rewarding learners for positive behavior
- Enabling learners to implement self-control strategies
- Allowing more frequent changes of activities and short breaks between tasks
- Using agreed non-verbal signals to draw learners' attention during the class
- Implementing a behavioral management system
- Evaluating correct answers, not mistakes
- Implementing additional adjustments

❖ **Adapting the space and conditions in which learning takes place**

a) Removing physical barriers and placing markers

- Ramp installation
- Adaptation of doors, entrances and toilets
- Accessibility of desks, boards and other school equipment
- Setting visual landmarks and markers
- Additional adjustments

b) Specific organization and schedule of activities

- Possibility of additional classes for certain areas and subjects
- Possibility of additional classes and mentoring consultations
- Possibility of online learning
- Possibility of customized daily, weekly or monthly schedule of activities
- Designing assistive technology in collaboration with experts and parents
- Additional adjustments (e.g. use of sound keyboard, use of sign language, etc.)

❖ **Changing learning content and achievement standards**

- a) Simplification of content of a subject, a group of subjects or a topic
- Reducing content and requirements within one or more areas of a single subject
 - Reducing content and requirements within a single subject
 - Reducing content and requirements within a group of subjects
 - Reducing content and requirements within most or all subjects
 - Reducing content and requirements within one or more transdisciplinary topics
- b) Expanding content of a specific subject, a group of subjects or a topic
- Introduction of more advanced content within one or a group of subjects
 - Introduction of more advanced content within one or more transdisciplinary topics
 - Development of teaching materials with the aim of implementing peer teaching

Working with children with disabilities

By attending seminars organized by the Ministry of Education, Science and Technological Development, certain members of the PYP team are additionally trained to work with children with disabilities and they apply an inclusive approach to teaching. The School believes that all participants

in the process must be continuously educated on this topic through external and internal professional training and through the reference books recommended by the Expert Team for Inclusive Education of the school. During each school year, at least one of the listed forms/areas of additional support and training will be included in the professional development program for teachers.

Ruđer Bošković School and IBO support the following principles of inclusive education:

- Education is a right to which all human beings are entitled.
- Education is improved by creating an affirmative and positive environment that develops a sense of belonging, security, self-esteem and overall progress for all learners.
- Each teacher/person involved in educational processes takes part in education of each child.
- Learning is viewed from the perspective of virtues (positive traits).
- Diversity of learning needs is considered an important basis for creating an inclusive community.
- All learners have the same opportunities to participate and to be actively involved in quality learning.
- Full potentials can be realized through connecting to prior knowledge and upgrading it.
- Assessment and evaluation give all learners the opportunity to demonstrate their learning, which is rewarded and praised.
- Multilingualism is considered a fact, a right and a resource.
- All learners in the school community fully participate in IB education and are enabled to exercise their rights and accept their responsibilities as citizens.
- All learners in the school community have their voice heard, so their share and vision are taken into account.
- All learners in the school community develop the attributes that make up the profile of IB students and grow into young researchers, educated and caring people who help create a better and more peaceful world through intercultural understanding and respect.
- There is an understanding of diversity in order to involve all its members in the community.
- All students experience success as one of the key components of the learning process.

Recommended reading for screening of observed difficulties

All participants working with learners can use the publication *Meeting Students Learning Diversity IB Continuum (2013)* for screening the perceived difficulties.

Also, the school has a list of further readings which refer to the approaches in dealing with children with disabilities:

- Mrše, S. Jerotijević, M. *Priručnik za planiranje i pisanje IOP-a*, (IEP Planning and Writing Manual), MPNSTR (Ministry of Education, Science and Technological Development)
- Jerotijević, M. Venelainan, R. *Strategije za podučavanje učenika sa smetnjama u razvoju* (Strategies for teaching students with disabilities), MPNSTR (Ministry of Education, Science and Technological Development)
- Janjić, B. *Zbirka primera inkluzivne prakse* (Collection of examples of inclusive practice), MPNSTR (Ministry of Education, Science and Technological Development)
- Internal manual *Metode rada sa učenicima koji imaju smetnje u učenju*, (Methods of working with students with learning disabilities), created by Uroš Veličković, school pedagogue and Dragana Milovanović, school psychologist.
- Nikolić, G. Gačić Bradić, D. Trkulja, M. *Priručnik za učitelje za rad sa učenicima sa smetnjama u razvoju* (Handbook for teachers for working with students with disabilities), (Klett)
- Cooley, L. M. (2007) *Teaching Kids with Mental Health & Learning Disorders in the Regular Classroom: How to Recognize, Understand and Help Challenged (and Challenging) Students Succeed*, (Free Spirit Publishing)
- Winebrenner, S. (1996) *Teaching Kids With Learning Difficulties in the Regular Classroom*, (Free Spirit Publishing)

All these reference titles are available to all participants in the educational process and are located in the PYP library.

Psychological measuring instruments

The school psychologist is trained in psychological assessment. The following instruments are actively used:

Binet-Simon Scale The New Belgrade Revision of Binet-Simon Scale was realized in 1985. This scale is intended to examine the general intellectual ability of an individual who is still in intellectual development. The main purpose of the New Belgrade Revision of Binet-Simon Scale is to diagnose the general intellectual development of children aged 4 to 14. The New Belgrade Revision of Binet-Simon Scale can certainly provide the psychologist with the data that are important for the prognosis and developmental diagnosis of general intellectual abilities.

Wechsler Intelligence Scale for Children (WISC) REVISK is a revised scale for measuring the intelligence of children aged 5 to 15, according to Wechsler's principles, which was made as a standardization of the 1974 American WISC-R test. Taking into account its psychometric characteristics, it can be said that this instrument can be used in predicting school success and as a differential diagnostic tool in detecting potential developmental difficulties in children.

Participants in the process of providing support to students with special educational needs

The role of the school psychologist in the PYP

The school psychologist in the PYP programme has the role of coordinator for working with children who need additional support in education and works with class teachers, language teachers, specialists, families and learners to encourage development in all segments. The school psychologist in the PYP programme is trained to work with children who need additional support in education as part of basic education and completed seminars. Counseling services are available to all learners through a comprehensive model that includes counseling within the whole class, in small groups as well as individual counseling support. In accordance with the age of the children, preventive workshops are held within the whole class on various topics (behavior, learning, emotions, differences, group work, non-violent forms of conflict resolution, etc.) Group and individual counseling are proposed by class teachers, subject teachers, parents/guardians and the learners themselves. For the needs that exceed the capabilities of the school, families are referred to experts in specialized fields.

The psychologist is a mandatory member of the Inclusive Education Team, which also includes teachers of various subject areas, PYP coordinator and school principal. The Inclusive Education Team analyzes the need for providing additional support to learners with special educational needs. The Inclusive Education Team appoints team members who provide additional support to the learners whose work is coordinated by the school psychologist in the PYP programme. The learner's support

team, which, apart from the psychologist, consists of a class teacher and a parent, monitors the progress of the learners with special educational needs, evaluates the work in the past period according to the set goals and plans the next steps in providing support, with creating IEP if necessary.

To provide special support to students with special educational needs, if necessary, external associates (speech therapists, special educators, psychotherapists) are hired in cooperation with the school and parents. They can provide support as part of school activities (e.g. pedagogical or personal assistant in the classroom, special individual lessons with a speech therapist) or outside school. Two-way communication is established with all external collaborators, where the effects of the special support that a certain student received are jointly monitored, and based on the effects, the next steps in support are made. Their engagement and work goals are specified in the IEP and are in line with the set goals that are being worked on within the teaching process, if the IEP has been developed.

Individual support classes

In order to provide support to learners with special educational needs, individual classes of support are used during which the student works 1 on 1 with a class teacher, language teacher or a certain specialist or a specialist in a certain field who is an external associate (e.g. special educator or speech therapist). During these classes, the learner works on a certain content or material in order to practise a skill or ability or to acquire basic, additional or advanced knowledge of certain subject areas.

Monitoring and evaluation of support

Through the writing of comments by the teachers, language teachers and specialists, the assessment of students' progress with special educational needs is indicated and explained in more detail as well as the described level of commitment and achievement within certain subject areas through all elements of the PYP programme in accordance with the Assessment Policy.

The Inclusive Education Team meets before the beginning of the school year, every 2 months during the school year and at the end of the school year.

For each learner with disabilities/special educational needs, a small team of people is formed who work directly with and support them, regular meetings are scheduled to discuss the learner's progress, and when necessary, meetings with parents/guardians are arranged. Parents are regularly informed about their children's progress through e-class book and progress reports during the topic or term (in accordance with the Assessment Policy).

During the first year of a learner's stay in school, the effectiveness of the individual support plan is assessed at the end of each half of the term and revised if necessary. In other cases, the assessment is done at the end of each term.

Efficiency is determined based on the learner's progress. The criteria that may indicate progress may be:

- progress in the development of language skills
- progress in the development of numerical skills
- progress in the development of graphomotor skills
- progress in the development of gross motor skills
- reduced differences in achievement between these learners and their peers
- preventing increasing backwardness in achievements
- improving the child's initial level of progress
- providing access to the entire curriculum
- improving organizational and social skills and encouraging emotional status
- improving learner's behavior
- improving learner's motivation
- guiding towards appropriate achievements in knowledge tests/final exams
- leading to successful continuation of education
- improving learner's concentration
- further development of special abilities

When the learners transfer from the PYP to the MYP programme, the school psychologist of the PYP programme submits the files to the school psychologist of the MYP programme and provides all other information relevant to monitoring further development and progress of the learners with special needs.

If the documentation is requested by experts outside the school, it is done in accordance with special procedures. If these individuals give additional support to the learner, information on the applied procedures will be forwarded, with the consent of the parent/guardian. If it happens that a learner changes school, the pedagogical-psychological team can submit an individual support plan or IEP, as

well as psychological testing data with standardized measuring instruments at the written request of the school.

When there is a change in the teaching staff involved in the work with a particular learner with special educational needs, the new teacher is introduced to all the specifics and applied strategies in working with that learner and is given special support as well.

Data confidentiality

Data collected by education support team to create an IEP for a particular learner must be protected from misuse and may not be used for other purposes without the consent of a parent or guardian. The documentation is kept in written and electronic form and only authorized individuals can have access to it.

The data are kept safe in the learners' files in the school psychologist's office. All participants in the teaching process who work with the learners who need additional support have access to the data, only and exclusively in the presence and with additional explanation of the school psychologist. The data are confidential and may not be taken out of the learner's file. The data serve only and exclusively for the purpose of understanding the strengths of learners and the fields within which it is necessary to provide support to them.

Individual support plan

The individual support plan includes all participants who work with the child at school.

Given the importance of early recognition and intervention, the school takes an active role in promoting the importance of using different tools and techniques to meet each learner's learning needs. These initial observations, which include a description of the nature of the problem (learning difficulties, peer relationships, behavior), are supplemented by the opinions of other relevant participants in the educational process. This information is then recorded by the support/inclusion team of the learner, which decides on further strategies to be implemented, with mandatory consultation with parents/guardians, whose consent is necessary for the implementation of these measures.

If these strategies prove successful, the learner's progress will be constantly monitored, or strategies will be revised and the new ones made.

If there is a need, a more detailed assessment of the learner is done. With the permission of the parent/guardian, the school psychologist can conduct a conversation with the child and assess their general cognitive abilities and character traits.

For the purpose of more accurate diagnosis, testing by a specialist in special education (defectologist) may be recommended, especially in the case of issues related to language and signs of dyslexia, dyscalculia or dysgraphia. In some cases, when challenges in the social-emotional sphere and behavior are noticed, the support of mental health experts can be advised.

Ways of determining the need to provide individual support to the learner

When parents express a wish to enroll their child in the education system, starting with Grade 1 or Grade 2, the school psychologist receives the first information about the child's early development and all information relevant to the educational process through a conversation with the parents and a questionnaire. After that, the child approaches testing with standardized tests (developmental scale or aptitude test), on the basis of which the information is obtained about the child's cognitive and socio-emotional development.

If, through interview or testing, information is obtained that the child may need additional support during the program, the areas of development in which the child has special needs are defined and a strategy is made to support the child during their daily activities at school.

Upon the child's enrollment in our educational system from Grade 3 to Grade 5, he/she is on a visit for a few days first, during which her/his functioning in the school environment is being observed, the documentation from previous schooling (reports, the learner's report card, etc.) is checked and assessment tests within the basic subject areas are done by the learner in order to obtain relevant data for planning his/her inclusion in the appropriate level of the programme and possibly providing support for the areas in which it is needed.

If any child is already involved in working with an expert outside of school with the aim of getting the support in encouraging development, the documentation of the expert is checked and the special needs of the child are considered and a support plan is made in cooperation with an expert who already works with the child out of school. It is also possible for that expert to work with the child within the activities that are realized in school.

If, during the work with the learner, difficulties are noticed that were not previously recognized and included in the plan of providing additional support, the person who notices a certain difficulty (class teacher, subject teacher, parent/guardian, health worker, etc.) turns for help, consultation and assessment to the school psychologist in PYP. After defining the cause of the observed difficulty (after interviews, observations, application of certain questionnaires or other techniques, consultations with an expert outside the school, etc.), the school psychologist gives a proposal to all participants who are involved in the teaching and learning processes with the particular child on the ways and duration of support.

The school psychologist is responsible for collecting reports and informing teachers about learners' progress. Also, the school psychologist is responsible for referring class and subject teachers to appropriate literature and giving recommendations for working with children with special needs in accordance with their professional knowledge or recommendations of specialists who work with the learners outside of school.

Contents of an individual support plan

Ruđer Bošković School adopts IBO proposals regarding learning plans, but is not limited to the following:

- Learning plans take into account learners' virtues and interests.
- Curriculum development is a collaborative process and is documented in Inclusion Policy.
- Learning plans focus on individual virtues and challenges more than on medical and psychological characteristics/labeling.
- Learning plans are appropriately integrated with the technologies that learners use in and out of the classroom.
- Learning outcomes are recognized as relevant by learners, parents/guardians and teachers.
- Teaching and learning strategies are related to IB approaches to teaching and learning skills as well as to the IB learner's profile.
- Learning and learning progress are evidence-based.
- Learners play an active role in learning plan meetings.
- Learning plans are confidential.
- The development of learning plans takes into account the local context and regulations, where appropriate.

Depending on the type of a special need and its degree, there are different ways of support.

In the beginning, the observed difficulties are screened and the learner is provided with individual support which implies adjusting the requirements and tasks, while respecting the recommendations on adjusting the working conditions in the classroom itself. This type of support is agreed, described and monitored through a description of the observed difficulty/challenge, the application of agreed

adjustments and progress notes (letters), reports of class teachers, subject teachers and psychologists on the outcomes.

If, after some time of implementation and monitoring, no positive changes and effects of the agreed support are noticed, further or additional causes that may contribute to such a situation are being sought. The learner is referred for diagnosis by experts outside the school (special educators, speech therapists, psychiatrists). Based on the documentation submitted by the parents to the school (*parents have the right to decide whether to present the medical documentation to the school or not*) or if the Inclusive Education Team considers it necessary, an IEP proposal is made. *Regardless of whether there is documentation, if it is noticed that it is necessary, a support plan is made.* The IEP suggests the involvement of a personal/pedagogical assistant who would be with the child in the classroom and provide the necessary and agreed support (implemented only with parental consent if the parent refuses the consent for the implementation of the IEP, a new adjustment of the requirements and tasks is applied, with further description and monitoring of the effects). In line with this plan, progress is being assessed and further steps are planned.

If a child's talent for one specific subject area (or more subject areas) is noticed, support is given to the development of his/her talent through a proposal and the plan for additional engagement in school and the institutions outside school and through defining additional and special roles of learners during the teaching process (in their peer group, classroom, in various events etc.).

Assessment of learners with special educational needs

Learners are graded in accordance with the Assessment Policy.

Learners who receive additional support in achieving the planned outcomes, with the aim of eliminating the difficulties arising from their special educational needs, are evaluated like all other learners, according to the same criteria.

A learner who acquires education during the implementation of the IEP is assessed according to the IEP and in accordance with the Rulebook on Learner Assessment, which is also defined in the Assessment Policy.

Policy revision process:

The Language Policy, the Academic Honesty Policy, the Inclusion/Special Educational Needs Policy and the Ruđer Bošković School Student Protection and Safety Policy are revised every two years. PYP, MYP and DP coordinators, in collaboration with selected teachers and principals of primary and secondary schools, form a policy review committee and they will:

- analyze current IB standards and practices as well as policy guidelines;

- revise current policies to assess compliance with the IB standards, practices and guidelines;
- change the current policy, if necessary;
- share the revised policy with the teaching staff;
- consider questions/comments/suggestions of the teaching staff;
- prepare the final draft policy;
- submit the final draft policy to the management for approval;
- share the approved policy with the teaching staff, students, parents and the wider school community.

References:

- Learning diversity and inclusion in IB programmes, International Baccalaureate Organization, January 2016
- Access and inclusion policy, International Baccalaureate Organization, 2018
- Using Universal Design for Learning (UDL) in the IB Classroom, International Baccalaureate Organization, 2016
- Meeting student learning diversity in the classroom, International Baccalaureate Organization, 2013
- Law on the Education System Foundations (Official Gazette of the RS No. 88/17 and 27/18-other laws)
- Rulebook on detailed instructions for determining the right to an individual educational plan, its application and evaluation (Official Gazette of RS No. 74/2018)