



# DIPLOMA PROGRAMME

# ACCESS AND INCLUSION POLICY

Colegiul Național „Andrei Șaguna” from Brașov is a Candidate School\* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Colegiul Național „Andrei Șaguna” believes is important for our students.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).*



## **CONTENTS**

PURPOSE .....	3
SCOPE .....	3
INCLUSION STATEMENT .....	3
CNAS INCLUSIVE VALUES.....	3
CNAS INCLUSION/SEN COMMITTEE .....	3
STAGES IN THE IMPLEMENTATION OF THE POLICY.....	4
INCLUSION POLICY REVISION.....	4
REFERENCES .....	5



## **PURPOSE**

This Access and Inclusion Policy reflects the school's vision and mission statement regarding the high expectations for academic success, while ensuring an inclusive and respectful environment. It proves that CNAS values individuals and celebrates their achievements, irrespective of the learning, religious, social, economic or ethnic background, and works towards creating and maintaining an inclusive educational environment for all students.

## **SCOPE**

This policy applies to all active and prospective members of the CNAS DP community. The inclusion policy aims to ensure that current and future students are offered equal opportunities to access the DP at CNAS and to establish the ability of the school to meet students' needs. It is meant to

- ❖ present the stages in the evaluation and integrated intervention for the inclusion of children with disabilities and the educational and professional guidance of children with special educational needs
- ❖ communicate the various support opportunities that are available to students
- ❖ establish clear responsibilities for the Pedagogical Leadership Team, teachers, students, and parents toward inclusive arrangements in the International Baccalaureate Diploma Programme

## **INCLUSION STATEMENT**

The school's Inclusion/Special Educational Needs Policy is driven by the belief that all children, regardless of race, gender, religion, social or economic background, should have an equal opportunity to attend our school, including children who learn differently or have disabilities..

The school will do its best to anticipate the needs of students with disabilities before they join the programme, ensuring at the same time that students with a disability will not be treated less favourably because of the nature of their condition. CNAS identifies and responds to individual learning needs by scaffolding their learning and differentiating the curriculum. Students with disabilities will be given equal opportunities and appropriate education within the IB Diploma Programme at CNAS.

## **CNAS INCLUSIVE VALUES**

- ❖ early intervention and provision of appropriate resources, for students in need of support
- ❖ enhancement of classroom-based learning and strategies in place in order to deal with learning difficulties at all levels within the school (e.g. UDL)
- ❖ support for students with low achievement and/or learning difficulties through the involvement of students, teachers, parents and other staff (SEN specialist)
- ❖ development and implementation of individual learning programmes (ILPs) for each student; supplementary teaching, based on an assessment of needs and a specification of learning targets for the student.



## CNAS INCLUSION/SEN COMMITTEE

The members of the Inclusion/SEN Committee at CNAS are:

Name	Position
Carmen Felicia Tănăsescu	Head of School
Ciprian Satala	Deputy Head
Diana Elena Banu	DP Coordinator
Diana Slăbilă	SEN Coordinator
Andreea Roxana Bell	English Teacher
Carmina Daniela Vakulovsky	Global Politics Teacher
	Parent
	Parent

## STAGES IN THE IMPLEMENTATION OF THE INCLUSION POLICY

- ❖ the CNAS Inclusion/SEN Committee informs teachers about the action plan for the current year
- ❖ students with special educational needs are identified by:
  - observation of attitudes and behaviours during classes, during breaks, during CAS activities
  - meetings with parents
  - application of questionnaires to students
- ❖ teaching and learning strategies are put into place; the curriculum will be adapted for the SEN students; any changes that may help students with disabilities or special educational needs are made (e.g. adapting the student schedule, extra time, etc.)
- ❖ regular meetings of teachers that work with students with disabilities or special educational requirements are organised, in order to analyse the situation and to identify strategies for the integration of all students and for measuring the result of inclusive arrangements
- ❖ regular training (annually or whenever necessary) is being offered to the DP staff in the area of working with students with special educational needs
- ❖ the teaching staff is provided with resources to facilitate inclusion and inclusive learning

## INCLUSION POLICY REVISION

All stakeholders can express amendments electronically; these will be later discussed within an annually-established focus group, and altered, if and where necessary. Revision takes place every year or whenever needed.

Inclusion Policy revision committee:



Name	Position
Carmen Felicia Tănăsescu	Head of School
Ciprian Satala	Deputy Head
Diana Elena Banu	DP Coordinator
Diana Slăbilă	SEN Coordinator
Andreea Roxana Bell	English Teacher
Carmina Daniela Vakulovsky	Global Politics Teacher
	Parent
	Parent

## REFERENCES

*Access and Inclusion Policy* (2022)

[https://resources.ibo.org/data/access-and-inclusion-policy\\_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-en\\_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf](https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-en_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf)

*The IB guide to inclusive education: a resource for whole school development* (2015, updated 2019);

[https://resources.ibo.org/ib/works/edu\\_11162-37963?lang=en](https://resources.ibo.org/ib/works/edu_11162-37963?lang=en)

<https://dpsiedge.edu.in/pdf/DPSI-Inclusion-Policy-2020.pdf>