ERUNI UNIVERZITNÍ GYMNÁZIUM
ERUNI UNIVERZITNÍ STŘEDNÍ PEDAGOGICKÁ ŠKOLA
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Access and inclusion policy

Key Terminology

Inclusion refers to the school's commitment to ensuring that all students can participate, belong and learn in an equitable and supportive environment.

Support measures are the classroom-based strategies, adjustments and forms of support used to reduce barriers to learning and participation.

Accommodations are specific adjustments to teaching, learning or assessment conditions that enable a student to access learning and demonstrate understanding without changing the intended learning outcomes or assessment standards.

Access arrangements are formally approved assessment arrangements used in internal or external examinations in accordance with the relevant Czech or IB procedures.

1. Philosophy of Inclusion

Our school views diversity as an enrichment for the entire school community and a cornerstone of modern education. Our philosophy is to create a safe, stimulating, and equitable environment that maximises the potential of each individual and removes barriers to learning.

This philosophy is universal and applies to all students at the school without exception—it extends to students in both the National Pathway (regulated by Czech school legislation) and the International Baccalaureate Diploma Programme Pathway. All students have an equal right to have their individual needs respected and to receive optimal support. While the school's inclusive ethos applies to every member of the school community, this policy focuses in particular on students who require additional support measures or access arrangements to participate in learning and assessment on an equitable basis.

This policy outlines how the school identifies and supports students with access and inclusion needs in both the National Pathway and the IB Diploma Programme, with a particular focus on classroom accommodations, support planning and examination access arrangements.

In alignment with ERUNI's core mission to nurture principled, empathetic, and lifelong learners, our inclusive practice ensures that every student—regardless of their learning profile—is empowered to achieve academic excellence and personal growth. Inclusion is not an add-on, but an active embodiment of our mission to foster international-mindedness, equity, and ethical responsibility across both educational pathways.

2. Legal Framework and Statutory Obligations

This policy operates in strict compliance with both national legislation and international human rights frameworks:

- **National Legislation:**
    - Act No. 561/2004 Coll. (The Education Act), as amended, specifically Section 16 regarding the education of children, pupils, and students with special educational needs.
    - Decree No. 27/2016 Coll., on the education of pupils with special educational needs and exceptionally gifted pupils, which governs official diagnostic support levels, pedagogical support measures, and PPP/SPC recommendations.
    - Act No. 198/2009 Coll. (The Anti-Discrimination Act), guaranteeing equal treatment and protection against discrimination in education.
- **International Frameworks:**
    - UN Convention on the Rights of Persons with Disabilities, specifically Article 24 (Education).
    - UN Convention on the Rights of the Child, upholding the best interests of the child and rights to inclusive education.

3. Key Principles of Equity and Standards

In fulfilling our inclusive philosophy, we are guided by the following principles to ensure academic integrity and equality for all:

- No Unfair Advantage: Inclusive arrangements are tools to level the playing field, not to grant an unfair advantage. The goal is to ensure that no student is left behind due to their challenge, but equally, no student gains an upper hand over their peers.
- Maintenance of Learning Objectives (IB Pathway): Support measures never alter or lower the educational content, assessment criteria, or academic standards. Only the *format* through which a student accesses information or demonstrates their knowledge changes (e.g., time limits, technological tools), not *what* the student must learn and demonstrate during assessments.
- Modifications and Assessment Adjustments (National Pathway): In National pathway, support measures and any adjustments to assessment are implemented in accordance

with Czech educational legislation and, where applicable, the recommendations issued by the relevant school counselling facility (PPP/SPC[1]).

- Optimal Support: The school provides support that precisely matches the student's actual needs to overcome their specific barrier. Support must be neither insufficient nor excessive (compensatory mechanisms must not artificially inflate the student's actual performance level).

4. Whole-School Approach

Inclusion is not the isolated responsibility of a single specialised department or learning support teacher. Our school applies a whole-school approach, meaning that all stakeholders in the educational process share responsibility for the successful implementation of inclusive principles:

- School Leadership and Coordinator: Ensure strategic management, financial and material resources, compliance with regulations (both national legislation and IB regulations), and methodological support for the teaching staff.
- Teaching Staff: Act as the primary drivers of inclusion in daily practice. They design instruction in line with the principles of Universal Design for Learning, actively look for early signs of student difficulties, and apply approved accommodations during regular lessons and testing.
- School Counselling Facility: Provides expert consultations to teachers, students, and parents, assists with the identification of student needs, and coordinates the creation and monitoring of Individualised Education Plans.
- Students and Parents: Are integral members of the team. The inclusive process is based on open dialogue, respect for the student's voice, and close cooperation with the family.

5. Professional Development Plan

ERUNI fosters an environment of teacher autonomy, ongoing methodological guidance, and self-directed professional growth in inclusive pedagogical practices:

- **Individual Further Education:** The school actively supports teachers who pursue independent or private professional development in inclusive education, neurodiversity, differentiated instruction, and special educational needs. Where feasible, the school provides organizational support, such as timetable adjustments and scheduling flexibility, to enable staff to attend specialized external courses and workshops.

[1] In this policy, the term school counselling facility (PPP/SPC) refers to an external Czech educational counselling body, such as a pedagogical-psychological counselling centre or a special education centre, authorised to issue recommendations under Czech educational legislation.

- **Methodological Guidance by the Educational Guidance Counsellor:** The Educational Guidance Counsellor provides ongoing internal methodological support to teaching staff. This includes interpreting diagnostic outputs from educational counselling facilities (PPP/SPC), creating operational summaries of Individualized Education Plans, and offering individual consultations on effective classroom accommodations, Universal Design for Learning, and differentiated assessment strategies.
- **Collaborative Planning:** Subject teachers, the Educational Guidance Counsellor, and the IB DP Coordinator collaborate as needed to review the effectiveness of classroom accommodations, ensuring that support measures mirror the student's usual way of working while maintaining academic rigour across both educational pathways.

6. Coherence Between Both Pathways

Although the administration of final examinations is governed by two different authorities (the Ministry of Education on one hand and the International Baccalaureate on the other), the day-to-day approach to teaching and classroom support is unified.

The school guarantees that pedagogical strategies and formative assessments are applied consistently so that students do not experience any drop in the quality or availability of support if they transition between pathways or within shared subjects. Support measures established in regular classes form the foundation for formal accommodations in both types of final examinations.

7. Definition of Barriers and Target Group

Support under this policy is designed for students whose learning, participation or assessment is affected by long-term or significant barriers and who require planned support measures, accommodations or access arrangements.

- Long-Term Inclusive Needs**:** In alignment with IB DP standards, a long-term challenge is defined as a permanent, chronic, or continuous physical, medical, psychological, or neurological condition that significantly impacts a student's learning or processing capabilities. This requires planned, ongoing accommodations in the classroom that mirror the student's usual way of working.
- Temporary / Adverse Circumstances: Medical emergencies, temporary injuries (e.g., a broken dominant hand a month before exams), or sudden personal trauma occurring close to or during exam sessions are not covered by this policy. These are handled under the separate *Adverse Circumstances Policy*.

7.1 Identified Categories of Barriers

The school recognises that barriers to learning and assessment may arise in a range of areas, including:

- language and communication
- literacy (reading, writing and spelling)
- numeracy
- attention, processing and executive functioning
- social-emotional development and mental health
- sensory access (hearing and vision)
- physical, motor and medical needs
- learning in an additional language
- high ability and complex learner profiles, where relevant

These categories are used as an educational framework for planning support within the school. They do not replace clinical or diagnostic terminology used by external professionals.

A secondary barrier is an additional difficulty that may emerge as a consequence of an existing primary barrier when that barrier significantly affects the student's access to learning, participation, confidence or sense of belonging. Secondary barriers may be emotional, behavioural, motivational or social in nature and should be considered when planning support.

The school recognises that secondary barriers can be just as debilitating to a student's academic performance and well-being as the primary condition itself, and they must be actively identified and supported.

Examples of Primary vs. Secondary Barriers in the School Environment:

Primary: A student has severe dyslexia (Learning Difference).

Secondary: The student develops severe assessment anxiety, low self-esteem, or a fear of failure because they consistently struggle to finish tests on time.

Primary: A student is working in an additional language (Language Barrier).

Secondary: The student experiences social isolation, lack of classroom participation, or depressive symptoms due to communication fatigue and fear of peer judgment.

Primary: A student has ADHD (Intellectual/Processing Exceptionality).

Secondary: The student suffers from chronic stress or school refusal resulting from continuous executive dysfunction and difficulty meeting deadlines.

8. Key Principles of Inclusive Arrangements

Strict ethical and academic standards guide the provision of inclusive arrangements within the school. These principles ensure that support measures serve solely to level the playing field without compromising the validity of school or IB assessments.

8.1 The "Usual Way of Working"

Inclusive arrangements cannot be introduced suddenly for final examinations. Any accommodation provided during summative assessments, official IB exams or the National pathway exams must reflect the student's **usual way of working** during regular classroom instruction and routine learning activities.

- Classroom Integration**:** If a student requires a word processor or extra time during an exam, they must routinely use these exact accommodations during daily lessons, homework, and class tests throughout the academic year.
- Exceptions**:** The only exceptions to this rule are sudden medical emergencies or temporary injuries, which are handled under the *Adverse Circumstances Policy*.

8.2 No Compounding of Time

When a student presents multiple primary barriers, the accommodations—particularly extra time—are **not cumulative**. The school and the IB evaluate the student's profile holistically to determine which single barrier has the most significant impact on their processing speed.

Example: If a student qualifies for 25% extra time due to dyslexia and also works in an additional language (which might independently qualify for 25% extra time), these percentages are not added together to grant 50% extra time. The student will be granted a maximum of 25% extra time, as this is deemed sufficient to mitigate both processing challenges simultaneously.

8.3 Mandatory Language Requirements

In alignment with IB DP regulations, every IB student must study two languages. A learning or language barrier cannot be used to justify an exemption from this fundamental program requirement.

8.4 Technical Protocols for Assistive Technology and Human Support

- Word Processors (Computers): When a student is authorised to use a computer for assessments, the device must be a school-owned computer or strictly formatted to ensure academic integrity. The internet connection, predictive text, and automatic translation tools must be entirely disabled. Spell-check software is disabled by default, unless explicitly authorised by the IB or the Czech PPP/SPC diagnostic report for specific learning differences.

- Human Readers, Scribes, and Prompters**:** When a human assistant is required for exams, the person designated **must not be a relative, peer, or the student's current subject teacher** for the exam being taken. Readers and scribes must act as completely neutral tools—reading or typing exactly what is written/dictated word-for-word, without changing voice intonations, explaining terms, or offering hints.

9. Eligibility Evaluation

Once a student is admitted to either the National Pathway or the IB Pathway, it is the school's responsibility to meet the student's learning needs. This includes provision of access to learning and teaching with suitable access arrangements.

Step 1: Identifying the Barriers

As access arrangements reduce or remove barriers to learning, the first step in planning them is to identify the barriers. The school combines information from multiple sources to create a comprehensive profile:

- Observation of the student in the classroom.
- Information from past teachers, parents/legal guardians, or the student about previously identified challenges.
- Anecdotal information from parents/legal guardians about what they currently observe at home.
- Reports from professionals, such as psychologists and doctors.
    - **National Pathway Integration:** This primarily includes the official recommendation from the Czech National Educational Counselling Facility (PPP/SPC).
    - **IB Pathway Integration:** For IB DP students, documentation must meet the current requirements set out by the IB for access arrangements, including evidence from appropriately qualified professionals and school-based evidence of the student's usual way of working.

Step 2: Quality Standards for Arrangements

- Carefully Individualised**:** Arrangements must be strictly based on individual requirements, evaluated, and monitored. They are never provided as a standard or automatic package to all students with learning support requirements in a classroom.
- Optimal Support**:** Arrangements must be based on the principle of optimal support, meaning they must be accurately planned to remove or reduce barriers during teaching, learning, and assessment. They must be neither more nor less than what the student requires.
- Current Requirements**:** Support must be based on current, not past, requirements.

- *National Pathway:* Regulated by the validity date written on the PPP/SPC report.
- *IB Pathway:* For IB DP students, supporting documentation must meet the validity and evidentiary requirements specified in the current IB access and inclusion documentation.

- Subject-Specific Flexibility**:** In some instances, a student may require an access arrangement for one subject but not another. For example, a student may require support with a graphic organiser for writing history essays but would not need the same type of support while working in science subjects.

Step 3: Implementation and Timelines

- Immediate Action: As soon as a potential barrier is identified, the school will begin appropriate classroom support and monitoring. Formal examination access arrangements will be implemented only where supported by the required evidence and in accordance with the relevant Czech or IB procedures.
- Continuous Classroom Application: The inclusive access arrangements for a student must be in place throughout the course of learning and teaching, including for all formative assessments. This guarantees that the accommodations become the student's *usual way of working* in daily school life.
- The Review Loop: A student's access requirements may change over time (worsen or improve). Therefore, arrangements must be monitored, evaluated, and reviewed at periodic intervals with active input from the student (*Student Agency*) and subject teachers to ensure support remains optimal. If a student transfers between pathways, their existing documentation is re-evaluated to fit the registration rules of the destination track

Step 4: Final Summative Assessment Registration

- **National Pathway:** Where required for national examinations, the school submits the relevant approved support arrangements through the appropriate examination administration system in line with current Czech regulations and the student's valid counselling documentation.
- **IB Pathway:** The IB DP Coordinator compiles the classroom evidence portfolio and the translated medical/psychological reports, submitting the formal access request in the IB system.

10. Data Protection and Confidentiality (GDPR)

All medical certificates, psychological evaluations, and reports issued by the Czech PPP/SPC are classified as sensitive personal data (a special category of data under the GDPR).

- Storage: Physical copies are stored securely with restricted access in accordance with the school's data protection procedures.
- Access: Access to complete diagnostic profiles is strictly limited to the School Counselling Team and the relevant Pathway Coordinator. Subject teachers do not have access to full diagnostic files; they are provided exclusively with an operational summary outlining the specific classroom and assessment accommodations required for their lessons.

11. Review and Resolution Procedure

- Internal Appeal: If a parent, legal guardian or adult student disagrees with the school's internal decision regarding the implementation, adjustment or discontinuation of support arrangements, they may submit a written request for review to the School Director. The School Director will review the available school documentation, consult relevant staff and, where appropriate, the School Counselling Team, and provide a written response within a reasonable timeframe in accordance with the school's internal procedures.
- External IB Decisions: Decisions regarding access arrangements for IB final examinations are made by the IB based on the documentation submitted. If a request is not approved, the school may explore whether a further submission or review is possible under the current IB procedures and only where additional relevant evidence is available.

12. Roles and Responsibilities

To ensure the successful, lawful, and ethical delivery of access arrangements, responsibilities are shared across all stakeholders within the school community.

12.1 The School Leadership and IB Coordinator

- Compliance and Oversight: The School Leadership ensures that the school meets all statutory obligations under Czech educational law (for the National Pathway) and strict regulatory standards set by the International Baccalaureate Organization (for the IB Pathway).
- Application Management**:** The IB DP Coordinator is responsible for translating local documentation (where necessary), compiling educational evidence portfolios, and officially submitting access requests within the IB system.
- System Design: Instructional leaders design timetables, systems, and structures that facilitate deliberate collaboration and shared planning among teachers to support inclusive practices.

12.2 The School Counselling Team

- Case Management**:** Serves as the primary liaison between the school, families, and external diagnostic bodies (PPP/SPC or medical professionals).
- IEP/IVP Management: Translates diagnostic reports into actionable, classroom-ready Individualised Education Plans.

12.3 Subject Teachers

- Universal Design: Integrate inclusive access arrangements directly into daily lesson planning as part of UDL.
- Maintaining the Usual Way of Working: Proactively provide approved accommodations (e.g., extra time, word processors, customised templates) during all daily instruction, formative tasks, and internal summative tests.
- Data Collection: Actively observe students, document the efficacy of accommodations, and contribute work samples to the school's educational evidence portfolios.
- Grading Integrity**:** Evaluate student work strictly against standard assessment rubrics and criteria, adjusting only the format of delivery/response (or adhering to official PPP/SPC grading guidelines for the National Pathway), never lowering the baseline academic expectation.

12.4 Parents and Legal Guardians

- Information Sharing: Proactively disclose any previously identified challenges, background educational history, or current observations of difficulties at home upon the student's enrolment.
- Documentation Provision: Obtain and deliver valid, up-to-date professional medical or psychological reports (PPP/SPC outputs) to the school in a timely manner.
- Partnership: Engage actively in periodic review meetings and support the consistent implementation of the student's individualised plan.

12.5 The Student

- Self-Advocacy: Communicate actively with subject teachers regarding when and how they need to use their approved arrangements.
- Consistent Practice: Utilise their approved accommodations responsibly during daily classroom learning and formative assessments to firmly establish their *usual way of working*.
- Autonomy: Actively participate in the evaluation loop, providing honest feedback on whether their current support measures feel insufficient, excessive, or optimal.

13. Cross-Policy Alignment

The *Access and Inclusion Policy* forms an integrated framework with other foundational ERUNI policy documents:

- Academic integrity policy - Ensures that assistive technologies, word processors, and human support adhere strictly to ethical academic standards. It clarifies the ethical boundaries of translation, spell-check, and AI tools, ensuring that accommodations level the playing field without compromising the authenticity or ownership of student work or violating citation standards
- Assessment policy - Governs how approved accommodations are seamlessly integrated into both formative and internal/external summative assessments. It guarantees that assessment adjustments evaluate true subject mastery without lowering baseline educational standards or altering assessment criteria.
- Language policy - Complements inclusion strategies by defining language support frameworks for multilingual students, native home-language maintenance, and academic English acquisition.

Policy Review and Maintenance

The *Access and Inclusion Policy* is a dynamic institutional document. To ensure ongoing alignment with IB Diploma Programme requirements and Czech national legislation, this policy is subject to a formal annual review cycle (or earlier if triggered by major regulatory changes).

Policy Owner: Head of School / IB DP Coordinator

Primary Review Authority: School Leadership Team (SLT)

Consulted Stakeholders: DP Subject Teachers, Student Council representatives, and Parent Association representatives (where applicable).

Revisions:

date	role	Summary of key changes
March 2026	IB DP coordinator	Initial policy drafting
September 2026	IB DP coordinator, Head of School	Initial policy drafting, legal requirements
November 2026	All DP faculty	Final policy approved
November 2027	All DP faculty	Scheduled annual review and operational audit.

Sources:

1. Česko (2004) *Zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon)*, ve znění pozdějších předpisů. Praha: MŠMT.
2. Česko (2005) *Vyhláška č. 72/2005 Sb., o poskytování poradenských služeb ve školách a školských poradenských zařízeních*, ve znění pozdějších předpisů. Praha: MŠMT.
3. Česko (2009) *Zákon č. 198/2009 Sb., o rovném zacházení a o právních prostředcích ochrany před diskriminací (antidiskriminační zákon)*. Praha: Ministerstvo vnitra.
4. Česko (2016) *Vyhláška č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků mimořádně nadaných*, ve znění pozdějších předpisů. Praha: MŠMT.
5. International Baccalaureate (2023) *Access and inclusion policy*. Geneva: International Baccalaureate Organization.
6. International Baccalaureate (2024b) *Programme standards and practices*. Geneva: International Baccalaureate Organization.