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İSTEK PRIVATE ATANUR OGUZ ANATOLIAN HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME INCLUSION AND SPECIAL EDUCATION NEEDS POLICY

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1. Scope

İSTEK Private Atanur Oguz Anatolian High School aims to ensure **equitable access to, and active participation in**, all educational opportunities and learning experiences offered within the school. In this regard, the inclusion of every student and the adaptation of learning environments to individual differences are addressed within the scope of the **‘Inclusive Education and Special Educational Needs Policy’**.

This policy has been developed based on the **Special Education Services Regulation of the Ministry of National Education of the Republic of Türkiye, dated 3 October 2024**, as well as the **International Baccalaureate’s Access and Inclusion Policy (originally published in 2022 and updated in 2022 and 2023)**.

The purpose of this policy is to provide an inclusive and equitable learning environment that is responsive to diverse learning needs and enables all students to realise their full potential. The policy document has been prepared by the Guidance Services Executive Committee, composed of the **Diploma Programme Coordinator of İSTEK Private Atanur Oguz Anatolian High School, department heads, the Guidance and Psychological Counselling Service, and representatives of the school administration**.

The document is reviewed at the beginning of each academic year in August, and necessary updates are made accordingly.

2. Terminology

Individuals with Special Educational Needs:

Those who differ notably from their peers in terms of personal and developmental traits and educational qualifications.

Inclusive Education:

The process of addressing the diverse needs of learners by increasing their engagement in education, culture, and society while decreasing discrimination within the education system. The design and enactment of educational strategies in this context is termed “Inclusive Education.”

Candidates requiring inclusive assessment adjustments may have learning support needs due to one or more of the following:

- Autism spectrum / Asperger syndrome
- Learning difficulties (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia)
- Physical and/or emotional challenges
- Social, emotional, and behavioural difficulties
- Speech and/or communication impairments
- Other health issues
- Psycho-social disorders

- ADD / ADHD
- Giftedness and talents

3. General Purpose

At İSTEK Private Atanur Oguz Anatolian High School, we aim:

- To recognize and understand the differences among students' abilities and disabilities as well as their individual needs.
- To create appropriate learning environments tailored to different student abilities, as highlighted in our mission statement.
- To ensure that every student attains the goals and skills targeted in the curriculum.
- To plan and organise learning activities according to the various expectations and requests of the students.
- To ensure all school policies are integrated with the process of including students in education and correctly managing the development of programs that meet students' needs.
- To provide opportunities for our students to utilise their potential at the highest level in line with their qualifications, interests, and capabilities, preparing them for higher education, professional careers, and social life alongside their peers.

4. Schools' Role

The Governing Body has appointed a governor to oversee special educational needs provision in the school and to ensure the full governing body is kept informed about compliance with statutory requirements. At İSTEK Private Atanur Oguz Anatolian High School, this responsibility is undertaken by the School Principals, who regularly meet with the Head of the SEN Team. The SEN Team comprises the leadership team, IB Diploma Programme Coordinator, Heads of Subject group teachers, psychological counsellors, and guides.

The Head of the SEN Team is the designated “responsible person” who is Head of the Counselling Team, managing the school’s special educational needs work. They report to the governing body concerning the SEN provisions made by the school.

Additionally, the school implements an Individualised Education Plan (BEP), developed collaboratively by the school counsellor, parents, vice principal, DP coordinator and subject teachers.

The Head of the SEN Team collaborates closely with the special educational needs governor and staff to ensure the school’s SEN policy operates effectively on a day-to-day basis. Regular BEP meetings are held at scheduled intervals to review student progress and update support plans as needed. The Head identifies development areas in SEN provision and contributes to the school’s development plan. The team coordinates interventions at the school action and action plan levels, managing decisions for designated students.

Psychological Counselling and Guidance committee members, including the Diploma Programme Coordinator, school management, counsellors, and subject teachers, are accountable for adapting the curriculum for students with special educational needs. Diploma

Programme teachers regularly evaluate students' academic progress and the efficacy of curriculum adjustments.

Our school promotes and supports all students who have completed Admission Procedures by effectively implementing the "Inclusive Education and Special Educational Needs Policy."

Our school advocates understanding individual differences and fostering a healthy school environment with suitable educational materials.

Teachers must ensure they have the necessary education and skills to participate in differentiated learning activities; if not, they should request relevant training.

All teachers must provide timely feedback and responses to student inquiries, recognising this as vital to addressing their special education needs.

Parents or legal guardians, as members of the community, are responsible for participating in the planning and development of the educational process.

Parents or guardians must inform the school of any changes or developments related to the student's needs.

5. Admission Requirements

5.1 Student Admission

Students with special educational needs are admitted to the IB Diploma Programme of İSTEK Private Atanur Oguz Anatolian High School in accordance with the school's admission policy. The school is committed to actively collaborating with families to remove barriers to learning and to ensure equitable access for all students.

5.2 Legal Framework

The school is aware of the legal requirements outlined in the "*Special Education and Inclusive Education Policy*" and in Articles 5 and 6 of the Law No. 5378 on the Rights of Persons with Disabilities. The school implements the necessary procedures and practices to meet these legal obligations.

5.3 Role of Diploma Programme Teachers

When Diploma Programme teachers are informed that a student may be experiencing learning difficulties, they gather all relevant data carefully. They design and implement differentiated curriculum plans to support the individual needs of the student.

5.4 Legal Compliance Structure and Processes

The school implements a systematic monitoring, review and reporting process, carried out by the Guidance and Support Services Committee (RHYK), to ensure compliance with the legal requirements of the Special Education Services Regulation and Law No. 5378. RHYK tracks

legislative updates, communicates required adjustments to teachers and school leadership, evaluates ongoing practices and integrates necessary updates into this policy document. This process is approved by the school administration and verified annually as part of the official policy review cycle.

6. Identification, Assessment, and Reviews

Upon a student's application, if families provide diagnostic documentation, the school's guidance and Psychological Counselling and Guidance (PCG) specialist will contact the student's expert and collect data. Necessary decisions and adjustments are made collaboratively with the SEN team.

For special educational needs not identified during admission or developing afterwards, the following steps apply:

- Information about the student is gathered and assessed.
- The school administration is notified.
- Student behaviours are monitored, and family interviews are conducted as needed.
- If issues persist, with family consent, the student is directed to the Counselling Research Centre (RAM).
- Based on diagnoses, the Psychological Counselling and Guidance Committee prepares a support program.
- An IEP (Individual Education Programme) may be applied. This tailored program suits an individual's special needs, approved by family, outlining learning expectations, needs, interests, and performance for a defined timeframe, different from regular grade expectations. It includes adaptations to the regular school program.

7. Curriculum

İSTEK Private Atanur Oguz Anatolian High School;

- Ensures that senior leadership, school board, educators, learning support staff, parents, students, and stakeholders collaborate to eliminate barriers to learning.
- Acknowledges that the responsibility for overcoming learning challenges extends beyond parents alone.
- Promotes a curriculum grounded in inquiry and conceptual understanding within both local and global contexts, emphasising effective communication and collaboration, differentiated to accommodate all learners' needs, and guided by evaluation.
- Nurtures a school culture that empowers all students to reach their full potential, with ongoing communication and periodic review of related policies.
- Encourages the development of communication, social, self-management, research, and critical thinking skills.

- Provides technology access for all students.
- Supports cooperative initiatives that foster collaborative learning and actively involve the entire school community.
- Ensures all assessment and evaluation procedures adhere to the school's Assessment and Evaluation Policy.
- As stated in the language policy, for students whose mother tongue is not Turkish, support for their mother tongue will be provided through an IB-approved online learning platform whenever possible. If this is not feasible, the student will be encouraged to complete the process through a self-study approach, and support from the relevant country's consulate will be sought when necessary.

Special Arrangements in IB DP Inclusive Assessment Procedures:

If special needs arise during pre-evaluation, the IB DP Coordinator arranges the necessary accommodations in line with the Access and Inclusion Policy (first published September 2022; updated November 2022 and November 2023).

Special assessment needs are communicated timely manner to the IBO. The same evaluation standards apply to all candidates; arrangements aim to mitigate disadvantages.

Special arrangements include:

- Additional time (e.g., 15 minutes per exam hour) and rest breaks for candidates needing extra support.
- Assistive technology, such as computers for typing when writing answers, is difficult.
- Support from assistants to help write responses.
- Readers assist candidates with health conditions by reading questions aloud and recording answers under supervision.
- Alternative exam locations for candidates who are hospitalised or at home, supervised by teachers.
- Help with practical tasks for students with physical disabilities, especially in internal assessments like science experiments or fieldwork.
- Extended deadlines for candidates unable to meet timelines due to health concerns.
- Prompts for students with significant attention difficulties caused by neurological or cognitive conditions.

Special Arrangements in the IB DP Inclusive Assessment Procedures:

If a special need is identified during the pre-evaluation stage, the IB DP Coordinator arranges accommodations referring to the Access and Inclusion Policy (first published September 2022; updated November 2022 and November 2023).

For any special assessment requirements, the IB DP coordinator and teachers ensure the Special Needs in Education and Inclusive Education policy is followed properly.

A formal request must be submitted to the IBO at least 12 months before exams to apply for special arrangements, according to the Assessment Procedures (2021). If a candidate exhibits any of the characteristics mentioned above, it should be reported to the IBO promptly. The same assessment standards apply to all candidates, regardless of special needs. In these cases, special arrangements are necessary to alleviate disadvantages:

- Special Arrangements:

After the documentation has been reviewed by the IBO, our school will make the following arrangements.

Once documentation has been reviewed by the IBO, our school will implement the following:

- Additional time (precise duration) – Candidates requiring extra support may be granted an additional 15 minutes per exam hour. Additional time for assignments during the two-year programme may be granted by the school without prior IB authorisation, in accordance with the Access and Inclusion Policy (first published September 2022; updated November 2022 and November 2023).
- Rest breaks – Candidates who are granted additional time are also eligible for supervised rest breaks. If the total examination time exceeds 6.5 hours, schedule adjustments may be requested, in accordance with the Access and Inclusion Policy (first published September 2022; updated November 2022 and November 2023).
- Assistive technology – Computers may be used to type answers when students find handwriting difficult. This will assist the student in completing the exam without undue hardship.
- Writing assistance – An assistant may help the student write answers when necessary.
- Readers – For students with health conditions, a reader can be assigned to read questions aloud and document responses under teacher supervision.
- Alternative exam locations – If a candidate is hospitalised or recovering at home, the exam can take place at a suitable location supervised by a staff member or teacher, depending on circumstances.
- Practical work assistance – For students with physical disabilities, support will be provided for practical components, typically in internal assessments such as science labs or geography fieldwork.
- Extended deadlines – Coordinators may extend submission deadlines if a student cannot meet them due to illness or accident.

- Prompts – Students with severe attention impairments from neurological or cognitive disabilities may receive prompts to help maintain exam focus.

8. Trainings

İSTEK Private Atanur Oguz Anatolian High School ensures its administrators remain fully informed of their statutory duties by participating in training sessions and receiving regular updates from the Head of the SEN team.

The Head of the SEN team stays thoroughly up-to-date on special educational needs matters by attending training and cluster meetings. Additionally, the Head of the SEN team continually enhances their expertise through specialist training with external experts, professional reading, and membership in relevant professional organisations. Other teaching staff and all stakeholders are kept informed informally by the Head of the SEN team and formally during staff meetings and training sessions.

9. Conclusion

İSTEK Private Atanur Oguz Anatolian High School has developed their own policy by considering both the Ministry of National Education's "Special Needs in Education and Inclusive Education Policy" and the International Baccalaureate Community's same-titled guide. The policy's goal is to identify each student's individual needs and differences to enrich the learning environment positively. Instead of separate classrooms for students with special needs, the school encourages a diverse, interactive, and collaborative classroom atmosphere for all learners. The policy aims to eliminate all learning barriers in curriculum delivery and sees this as a shared responsibility of teachers, school leadership, parents, and the students themselves.

10. Evaluation of the Policy

İSTEK Private Atanur Oguz Anatolian High School's "Inclusive Education and Special Needs Policy in Education" has been created in alignment with the IBO Special Education Needs standards within the International Baccalaureate Programs. The SEN team reviews and updates the policy annually in August.

11. References

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