

  
İSTEK ACIBADEM SCHOOLS



# INCLUSION POLICY



## 1. Scope

ISTEK Acibadem High School aims to increase the access and participation of all its students in all educational and instructional activities offered within the school. Therefore, any situation concerning the inclusion of all students in education and the differentiation or diversification of learning environments is addressed under the title **“Inclusive Education and Special Educational Needs Policy.”**

The school’s **“Inclusive Education and Special Educational Needs Policy”** has been developed in accordance with both the Ministry of National Education’s *“Special Education Services Regulation”* dated **October 25, 2022**, and the IB DP’s *“Access and Inclusion Policy”* dated **February 2022**.

This policy has been prepared by the **Guidance Services Executive Committee (RHYK)**, consisting of the DP Coordinator, heads of departments, the guidance and psychological counseling team, and a representative from the school administration. This document is reviewed every August, at the beginning of each academic year.

## 2. Terminology

### **Individual with Special Educational Needs:**

A person who significantly differs from their peers in terms of individual and developmental characteristics or educational competencies.

### **Inclusive Education:**

The process of responding to diverse needs by increasing learners’ participation in education, culture, and community while reducing discrimination within the education system. The preparation and implementation of educational strategies in this process is referred to as *inclusive education*.

Candidates requiring inclusive assessment arrangements may need learning support due to one or more of the following:

- Autism Spectrum / Asperger’s Syndrome
- Learning difficulties (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia)
- Physical and/or sensory challenges
- Social, emotional, and behavioral difficulties
- Speech and/or communication difficulties
- Other health conditions
- Psycho-social disorders
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Giftedness

### 3. General Objectives

At İSTEK Acibadem High School, we aim to:

- Recognize and understand the differences between students' abilities, barriers, and individual needs.
- Create appropriate learning environments suited to students' varying abilities.
- Ensure that all students reach the advanced skills targeted in the curriculum.
- Plan and organize learning activities according to the various expectations and needs of our students.
- Integrate all school policies with the process of including students in education.
- Ensure that individuals with special educational needs use their capacities at the highest level possible and prepare for higher education, professional life, and social life alongside their peers, according to their abilities, interests, and talents.
- Provide mentorship to gifted or high-potential students and support their participation in national and international projects.

### 4. Identification, Assessment, and Evaluation

If a family provides documentation of a diagnosis during the admission process to the Diploma Programme, the school's **Guidance and Psychological Counseling (PDR)** specialist contacts the relevant expert following the student and collects information. This information is shared with RHYK, and necessary arrangements are determined collaboratively.

If special educational needs that were not observed at the time of admission later emerge, the following steps are taken:

- Information about the student is collected and evaluated.
- School administration is informed of the situation.
- The student's behavior is observed, and meetings are held with the family. If the situation persists, the student is referred to the **Guidance and Research Center (RAM)** with parental consent.
- Based on the diagnosis, RHYK develops a **Support Program**.

#### **IEP (Individualized Education Program):**

A program developed for an individual requiring special education and approved by the family. It is prepared according to the needs of the student, family, and teachers and includes support services for achieving targeted goals. The IEP summarizes the student's learning expectations, needs, interests, and performance over a specific period and includes modifications and adaptations to the regular school program. It is a written plan prepared for each student requiring special education.

## 5. Responsibilities of the School Community

- The school administration ensures oversight of special educational needs and appoints a responsible person familiar with legal requirements.
- At İSTEK Acibadem High School, this responsibility is carried out through regular meetings between the campus principal and the RHYK chair.
- The RHYK Chair is the designated person responsible for informing the school administration about special education needs.
- The RHYK Chair ensures the daily implementation of the policy, identifies areas for development, contributes to the school's improvement plan, and coordinates actions and decisions for identified students.
- RHYK members, including the DP Coordinator, school administrators, guidance counselors, and teachers, are responsible for differentiating the curriculum for students with special educational needs.
- All DP teachers review students' academic progress and evaluate the effectiveness of curriculum materials.
- The school supports all students who successfully complete the admission process by implementing the Inclusive Education and Special Educational Needs Policy.
- Teachers work to align teaching and learning activities with diverse student needs and goals, ensuring effective participation.
- Teachers respond promptly to student questions and feedback to maintain a positive learning process.
- Parents, as members of the school community, provide necessary documentation and information about their children's special educational needs and inform the school about any changes in their child's condition.

## 6. Admission Conditions

Students with special educational needs are accepted into the IB Diploma Programme of İSTEK Acibadem High School in line with the school's **Admission Policy**.

The school collaborates with parents to remove barriers to learning and complies with national laws, including the **Law on Disability (Articles 5 & 6 of Law No. 5378)**.

If DP teachers are informed that a student may have learning difficulties, they will collect relevant information and plan a differentiated curriculum accordingly.

## 7. Curriculum Practices

İSTEK Acibadem High School provides access for students with learning barriers who meet admission requirements and supports them as needed. The school acknowledges that removing barriers to learning is a shared responsibility between the school and parents.

The Diploma Programme at İSTEK Acibadem High School is designed to be inquiry-based, conceptually focused, developed in local and global contexts, centered on effective

communication and collaboration, differentiated to meet all students' needs, and informed by assessment.

The school promotes a culture that supports all students in reaching their full potential and regularly reviews its policies to align with this culture.

The school encourages the development of communication, social, self-management, research, and thinking skills and ensures that technology is accessible to all students.

Assessment practices align with the **Assessment Policy**.

For students whose mother tongue is not Turkish, the school provides access to IB-approved online learning platforms for language study, or alternative self-study options, and may request assistance from the relevant consulate when necessary.

## 8. Special Educational Needs in the IB DP Assessment Process

If a special need is identified during the pre-assessment period, the **IB DP Coordinator** makes the necessary arrangements by referring to the *“Access and Inclusion Policy”* (November 2018). In the event of any special assessment requirements, the IB DP Coordinator and teachers ensure that the **Special Educational Needs and Inclusive Education Policy** is implemented accordingly.

According to the procedures stated in the *“Handbook,”* a formal request must be submitted to the **IBO** for special arrangements at least **12 months before the examinations**. If a candidate has one or more of the characteristics mentioned above, the IBO must be notified as soon as possible. It is stated that *the same assessment standards apply to all candidates regardless of whether they have special assessment needs*. However, special arrangements are required to minimize any disadvantages.

### **Special Arrangements**

After the documentation has been reviewed by the IBO, our school will implement the following adjustments as necessary:

- **Extra time (fixed period):** Candidates requiring additional support may be granted extra time, typically **15 minutes per hour of examination**. Candidates may also be given additional time to complete assignments during the two-year program without needing specific permission from the IB (*Access and Inclusion Policy, November 2018*).

- **Rest breaks:** Candidates granted extra time may also be allowed rest periods during examinations. If a candidate's examination schedule exceeds **6.5 hours** in a single day, a rescheduling request may be made (*Access and Inclusion Policy, November 2018*).
- **Assistive technology:** When a student experiences difficulty writing responses, a **computer** may be used to help record their answers.
- **Scribes:** An assistant may be assigned to write the student's responses if required.
- **Readers:** If a student requires assistance due to a health condition, another student may be appointed to **read the exam questions aloud** and, under teacher supervision, have invigilators record the answers.
- **Alternative examination locations:** In the event of an accident, hospitalization, or home treatment, examinations may be administered in a **different location** suitable for the candidate's condition, under the supervision of a teacher or invigilator.
- **Assistance with practical work:** If a student has a **physical disability**, the school will provide support during practical activities. This arrangement is typically made to meet internal assessment requirements (for example, in **experimental sciences or geography fieldwork**).
- **Extended deadlines:** When a student is unable to complete coursework on time due to **medical conditions or accidents**, deadlines may be extended by the coordinator.
- **Prompters:** If a student has a **severe attention difficulty** caused by neurological or cognitive impairments, prompters may be provided to help the student maintain focus during examinations.

## 9. Training

School administrators participate in relevant training and receive regular updates from the RHYK Chair to stay informed about legal responsibilities.

The RHYK Chair stays up to date through participation in trainings, cluster meetings, and professional associations, and keeps other staff members informed through meetings and workshops.

## 10. Conclusion

ISTEK Acibadem High School has developed its own policy by taking into account both the **Ministry of National Education's "Special Needs and Inclusive Education Policy"** and the **IB's "Special Educational Needs and Inclusion Policy."**

The school aims to identify each student's specific needs and personal differences to create a positive learning environment. Rather than having separate classrooms for students with special needs, the school promotes a diverse, interactive, and collaborative classroom atmosphere for all learners. The goal is to eliminate learning barriers in curriculum implementation and view this as a collaborative responsibility shared among teachers, administrators, parents, and students.

## 11. Policy Review

The **Inclusive Education and Special Educational Needs Policy** of İSTEK Acıbadem High School has been developed in line with the IB's requirements and is reviewed and revised annually in August by RHYK.

## References

- *Learning Diversity and Inclusion in IB Programmes – Removing barriers to learning*, IB, 2016
- *IB Conference of the Americas*, Washington DC, July 10–13, 2014
- *Learning Diversity and Inclusion in IB Programmes*, January 2016, [www.ibo.org](http://www.ibo.org)
- *General Regulations: Diploma Programme*, April 2014, [www.ibo.org](http://www.ibo.org)
- *Programme Standards and Practices*, January 2014, [www.ibo.org](http://www.ibo.org)
- *Candidates with Assessment Access Requirements*, August 2017, [www.ibo.org](http://www.ibo.org)
- *Access and Inclusion Policy*, November 2018 (Updated February 2021), IB
- *Special Education Services Regulation*, MoNE, July 7, 2018
- *Assessment Procedures*, IB, 2021