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NESİBE AYDIN EDUCATIONAL INSTITUTIONS
INCLUSION POLICY

Chapter One

Purpose, Scope, Basis, Committee Members and Definitions

ARTICLE 1: Aim

Inclusion policy of Nesibe Aydın Gaziantep schools aims the following guidelines:

1. To plan the educational processes of all students studying at Nesibe Aydın Schools in order to remove the obstacles to their learning by taking into account their individual differences and learning differences, and to ensure that learners have the necessary skills to become independent individuals who learn with enthusiasm throughout their lives.
2. To ensure that all school facilities are organised and improved by taking into account the individual and learning differences of the students and to support the contribution of all members of the learning community into the process.
3. It aims to create learning opportunities that are inclusive and value diversity by removing obstacles to learning for each student and allowing each student to develop and pursue their personal goals.
4. The goal of Nesibe Aydın Schools is to foster a culture that embraces diversity with compassion and a shared understanding and attitude. The common goals to be achieved as a learning community within the school climate created in line with these objectives are set out below:
 - a) Determining individual differences and needs of learners,
 - b) Making arrangements for different educational needs arising from individual differences of learners,
 - c) Planning educator training for inclusive education practices,
 - d) Planning parent trainings for inclusive education practices and ensuring cooperation,
 - e) Observation and support of the development of all students by the academic staff, starting from the orientation process,
 - f) Conducting preventive and remedial studies on students' developmental aspects using scientific methods and techniques,

- g) Ensuring reflection with all learning community members on the inclusivity policy and ensuring that this policy is accessible and flexible,
- h) Ensuring that school facilities are accessible to all students,
- i) To ensure that the evaluations of learners with individual and different educational needs are differentiated by considering their own needs, as stated in Nesibe Aydın Gaziantep Schools Evaluation Policy and the Ministry of National Education Preschool and Primary Education Institutions Regulation,
- j) Assessing and ensuring the development of each learner according to their own learning differences and pace,
- k) Ensuring that all these applications are carried out by the institution.

- 5. This policy also ensures alignment with the International Baccalaureate (IB) mission and values, promoting equity, access, and the development of all attributes of the IB Learner Profile. Inclusive education is recognized as a right, not a privilege.

This policy applies to all programmes of Nesibe Aydın Schools, including the IB Diploma Programme, ensuring that DP students have equitable access to learning, teaching, and assessment in line with IB expectations. Inclusive practices extend to all components of the Diploma Programme, including Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). In the Diploma Programme, assessment practices also align with IB's *Candidates with Assessment Access Requirements* policy, ensuring that accommodations reflect the student's usual way of working.

ARTICLE 2 : Scope:

This policy covers the principles;

- 1. Regarding the implementation of arrangements for the different educational needs arising from the individual differences of each student at Nesibe Aydın Schools.
- 2. This policy applies to all students across Nesibe Aydın Schools programmes, including the IB Diploma Programme. In the DP context, it specifically ensures that students with inclusive education needs, learning diversity, or documented requirements for access arrangements are supported equitably in teaching, learning, and assessment.

ARTICLE 3: Rest

1. This policy has been prepared based on the Regulations of the Ministry of National Education, the Special Education Services Regulation (2018), the Private Education Institutions Regulation (2012) and the Guidance and Psychological Counseling Services Regulation (2020); the Teacher's Guide Book on Educational Practices within the Scope of Integration of the Ministry of National Education's Special Education and Guidance Services General Directorate; the Nesibe Aydın Schools Directives, the Academic and Behavioral Student Guidance Directive and the Special Education Directive, the Universal Design for Learning principles and the International Baccalaureate documents and practices.
2. In addition, this policy is grounded in the following IB documents:
 - Learning Diversity and Inclusion in IB Programmes (2010)
 - Candidates with Assessment Access Requirements (2014)
 - The IB Guide to Inclusive Education: A Resource for Whole-School Development (2015)
 - Diploma Programme: From Principles into Practice (2015)
 - Programme Standards and Practices (2014, 2020 updates)
 - The IB Learner Profile (2017)
 - IB Access and Inclusion Policy (2022 update)
 - International Baccalaureate Programme Standards and Practices (2023, effective from 2025)

ARTICLE 4: Directive Committee

1. The Policy Committee consists of the Nesibe Aydın Schools Kindergarten and Primary Schools Coordinator Manager, International Programs Coordinator, School Principals, International Baccalaureate Primary Years Program Coordinators, representative assistant principals, kindergarten classes, primary school classes, additional language (English, German, French, Spanish), visual arts, physical education, music teachers, school librarians, Guidance Counseling and Guidance Counseling specialists, learner and parent representatives, International Baccalaureate Diploma Programme Coordinator, CAS Coordinator, IGCSE Coordinator, and DP

subject group leaders (Language and Literature, Individuals and Societies, Sciences, Mathematics, Arts).

ARTICLE 5: Review

1. It has been decided that the inclusion policy will be reviewed and revised every year by the committee members in accordance with the MEB and IB resources, considering that school needs may change.

ARTICLE 6: Nesibe Aydın Schools Inclusive Education principles

Principles:

- a) Education is the most fundamental human right for every individual.
- b) An education that respects the individuality of each student, where they are accepted and valued under all circumstances, where they feel they belong, where they are shaped by encouraging and understanding attitudes, and where a positive and sensitive school climate is created, encourages holistic development.
- c) Learning diversity arising from students' individual differences is seen as a richness for creating inclusive communities.
- d) Students are given the opportunity to have learning experiences that support their strengths and areas of development.
- e) The school administration takes responsibility for eliminating learning barriers, collaborates with all stakeholders of the learning community in this sense, and cares about including them in the process.
- f) The school's culture and policies embrace diversity. Multilingualism is embraced as a richness and diversity, and an inclusive approach to multilingualism fosters international awareness, intercultural awareness, understanding, respect, and tolerance. Access to multilingual resources reflecting diverse cultures and perspectives is provided.
- g) School policies are open to diversity and see differences as enrichment.
- h) The school differentiates teaching and learning approaches to meet individual needs. Teachers strive to ensure that each student benefits from individual teaching and learning approaches. Differentiation and support also extend to assessment practices, in line with IB's *Candidates with Assessment Access Requirements* policy.

- i) In a learning community, learners are agents and can choose and act on their own preferences. The school culture supports learners in expressing their views and taking action. The school also prioritizes student wellbeing, recognizing that emotional and social support are essential to inclusive learning.
- j) Encourages the development of the IB learner profile characteristics so that all learners can grow up to be good people who are internationally conscious, respectful of themselves, others and the environment, and who help create a peaceful world. In the Diploma Programme, inclusive practices ensure that all students can access and succeed in core components (TOK, EE, CAS) and subject group requirements.
- k) In order to promote learning in teaching planning, the principles of “evaluating prior knowledge”, “supporting”, “extending learning”, “authenticating and building self-confidence” determined by the IB for diversity in learning are applied.
- l) The school organizes its resources well to eliminate obstacles to learning and prepares its physical environments to meet the educational needs of all students.
- m) The school maintains confidentiality of student information, subject to the principle of confidentiality. Student files are maintained by the guidance and psychological counselling service until the student graduates. Only the school principal and the guidance service have access to student files. Upon graduation, these files are forwarded to the relevant institution. Student information will not be shared or used without parental consent.
- n) Inclusive education is a right, not a privilege in Nesibe Aydın Gaziantep Schools. Every student is valued and supported through a student-focused approach that acknowledges individual differences as opportunities for enriched learning rather than obstacles.
- o) Inclusive practices reflect the IB Learner Profile attributes, such as being caring, open-minded, principled, and balanced. These practices aim to foster empathy, fairness, intercultural understanding, and respect for diversity across the school community.
- p) The policy supports a shift from a model that relies solely on specialist intervention to one that emphasises collaborative planning and shared responsibility among classroom teachers, support staff, and families.
- q) Commitment to inclusive education is seen as a whole-school responsibility and an ethical obligation consistent with the IB mission to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world.

ARTICLE 7: Definitions

- a) **Inclusion:** It is an educational approach that ensures that all learners are actively involved in the learning process that includes measures to support learners with a culture of cooperation among members of the school community and a culture of mutual respect and problem-solving.
- b) **Special Education:** Education provided in appropriate environments with specially trained personnel and educational programs developed to meet the educational and social needs of individuals who differ significantly from their peers in terms of their individual and developmental characteristics and educational competencies.
- c) **Learning Barriers:** Learning barriers are the failure to meet the diverse educational needs of learners, found in school culture, policies, teaching and learning approaches, the physical characteristics of buildings, and the daily ways individuals interact with the school community.
- d) **Diversity:** Students consider their strengths and areas of development as richness and see their differences as opportunities and richness.
- e) **Collaboration:** In sustaining inclusive education, a culture of mutual respect, support, and problem-solving is achieved through cooperation among members of the learning community. Collaborative learning enables members of the school community to achieve their common goals.
- f) **Student variability:** This term recognises that brain networks are variable and not fixed (Rose, Rouhani, Fischer, 2013). Students may experience learning disabilities throughout their educational experiences. The IB philosophy's inclusive perspective on education supports learners' developmental potential and offers opportunities to "provide them with the necessary skills and dispositions." At Nesibe Aydın Schools, students are considered based on their strengths. Challenges students may experience are addressed by focusing on their specific areas of difficulty, without labelling them individually. (Reading; writing; mathematics; social and emotional learning and behaviour; mental health and psychological well-being; speech, language, and communication; vision; hearing; physical; and medical/illness, etc.)
- g) **Differentiation:** Planning and implementing studies that will cover the needs of all students with different learning speeds and ways, and suit their abilities.

- h) **Differentiated instruction:** It is the process of determining the most effective strategies to achieve accepted goals in order to create learning opportunities that enable learners to develop, monitor and achieve their personal learning goals.
- i) **Universal Design for Learning:** It is a curriculum development design that provides students with equal opportunities for learning. This design provides a plan for assessing student progress, including instructional objectives, methods, resources, and materials, as well as assessments. (Rose and Meyer 2011). The UDL framework (Rose and Meyer 2011) This design consists of the following elements:
- **Self-adaptation:** Rather than being self-evaluators, learners become self-adapters through the skills they develop.
 - **Monitoring learning:** Checking learning progress against personal learning goals and success criteria.
 - **Documentation of learning:** Compiling evidence of learning.
 - **Measuring learning:** Demonstrating the learning that has occurred in a certain period of time through data collection.

j) Individual with Different Educational Needs

An individual who differs significantly from his/her peers in terms of individual characteristics and educational qualifications, for various reasons, at the expected level.

Student groups with different educational needs:

- Hearing Impairment
- Medical Conditions / Chronic Diseases
- Visual Impairment
- Physical Disability
- Mental Disability
- Speech and Language Difficulty
- Attention Deficit Hyperactivity Disorder
- Pervasive Developmental Disorder
- Specific Learning Disability
- Specially Gifted Individual
- Difficulties in Managing Emotions and Behaviours
- Short-Term and Temporary Physical Impairment

- k) **Hearing Impairment:** It is the partial or complete loss of hearing sensitivity.

- l) Medical Conditions / Chronic Diseases:** These are persistent medical conditions that negatively impact students' daily routines and functions (allergies, asthma, epilepsy, diabetes, etc.). “In the Diploma Programme, chronic health conditions may require access arrangements such as rest breaks, medication, or adjustments to the exam setting in line with IB regulations.”
- m) Visual Impairment:** It is a condition in which the visual capacity is partially or completely lost.
- n) Physical Disability:** This is a disability that occurs as a result of the inability of the muscles, skeleton, joints, and nervous system to perform their functions due to diseases, accidents, and hereditary problems.
- o) Mental Disability:** It is the situation in which the individual has difficulties in conceptual, social and adaptation skills, unlike his/her peers, due to the limitations in his/her mental functions.
- p) Speech and Language Difficulties:** It is the condition of having difficulty using language, acquiring speech, and communicating verbally. Attention Deficit
- q) Hyperactivity Disorder:** Lifelong disorder that begins with observation in at least two environments and at home and school for six months during childhood and negatively affects the individual's daily life in many areas, including academic, social and work life.
- r) Pervasive Developmental Disorder:** It is a spectrum disorder that involves delays in the development of multiple basic functions, manifested by social interaction problems, communication problems, and restricted/repetitive interests and behaviours. The types of Pervasive Developmental Disorder are as follows:
- **Autism:** It is a neuropsychiatric disorder that begins in the early stages of life and lasts throughout life, showing characteristics such as delay and deviation in social relationships, communication, behaviour and cognitive development.
 - **Rett Syndrome (RS):** It is a neurological disorder seen in various races and ethnic groups around the world, especially in girls.
 - **Childhood Disintegrative Disorder:** This is a condition in which the child has an abnormal functioning in at least two areas, such as not being able to establish relationships with peers, not being able to respond socially or emotionally, having no or limited language development, and having motor stereotyped and repetitive behaviours.

- **Asperger's:** A condition in which individuals have normal language development, normal intelligence, and sometimes superior intelligence, have in-depth interest and knowledge in limited subjects, but experience difficulties in social and communication areas.
- s) **Specific Learning Disability:** It is a disorder in one or more of the basic psychological processes that involve understanding and using spoken or written language, as manifested in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations. The types of Specific Learning Disability include:
 - **Dyslexia:** Difficulties in accurate and/or fluent word recognition, poor spelling, and difficulties in using phonological strategies and word reading skills.
 - **Dysgraphia:** Difficulty in the proper shape and size of letters, proportion when writing uppercase and lowercase letters, following the line, and written expression skills.
 - **Dyscalculia:** A specific learning disability that negatively affects a student's ability to learn number-related concepts and operations.
 - **Dyspraxia:** Difficulties in the brain's processing of information, resulting in messages not being transferred completely and appropriately, and difficulties in planning what to do and how.
- t) **Specially Gifted Individual:** Intelligence, creativity, art, leadership capacity, motivation, or special academic areas. (Education of Gifted Individuals Strategy and Implementation Guide, MEB) In the Diploma Programme, gifted students are supported through differentiated tasks, opportunities for higher-level thinking, and extension activities such as Extended Essay research and advanced CAS projects.”
- u) **Difficulties in Managing Emotions and Behaviours:** Include conditions such as depression, conduct disorder, self-harm, post-traumatic stress disorder, eating disorders, anxiety disorder and obsessive-compulsive disorder. In the DP context, emotional and behavioural disorders (e.g., anxiety, depression, PTSD) are considered in both teaching and assessment. Support may include counselling, reduced workload, or access arrangements consistent with IB policy.
- v) **Short-Term and Temporary Physical Impairment:** It is a situation where, although it is not a hereditary or chronic disability, a physical or psychological disability occurs

that disrupts the student's education for a short time or temporarily and creates the need for support.

Chapter Two

Nesibe Aydın Schools' Inclusion Policy Approach and Practices

ARTICLE 8: Approach and Practices

Nesibe Aydın Schools' Inclusion Policy has been prepared by taking into consideration the following items in the International Baccalaureate Organization Program Standards and Practices booklet.

Standard Title	Application Number	Application Description
A: Philosophy	9	The school supports students' access to the IB programmes and philosophy.
B: Organization B1: Leadership and Structure	2	The school develops a governance and leadership structure that supports the implementation of the program.
B: Organization B1: Leadership and Structure	5	Develops and implements policies that support school programs.
B: Organization B1: Leadership and Structure	6	has systems in place for continuity and continuous improvement of the program(s) .
B: Organization B2: Resources and Support	8	The school provides the necessary support for students and teachers with learning needs.
C: Curriculum C1: Collaborative Planning	5	Collaborative planning and reflection are based on agreed-upon expectations for student learning.

C: Curriculum C1: Collaborative Planning	6	Collaborative planning and reflection allow for differentiation based on students' learning needs and learning styles.
C: Curriculum C3: Teaching and Learning	3	Teaching and learning build on what students know and can do.
C: Curriculum C3: Teaching and Learning	9	Various strategies are used in the teaching and learning process.
C: Curriculum C3: Teaching and Learning	10	Teaching and learning differentiates instruction to respond to students' learning needs and styles.
C: Curriculum C3: Teaching and Learning	15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
C: Curriculum C4: Evaluation	3	The school uses a range of strategies and tools to assess student learning.
C: Curriculum C4: Evaluation	4	The school provides feedback to students to inform and improve their learning.

ARTICLE 9: Preventive and Remedial Guidance Studies

At Nesibe Aydın Schools, all teachers are responsible for the personal, physical, and social education and language development of their students. Preventive guidance is defined as efforts to prevent and prevent situations that could have negative consequences within the school community. Therefore, the school guidance unit conducts "Preventive Guidance Studies" to inform students, teachers, and parents and empower them to address potentially challenging situations with competence and independence. These studies are outlined below:

a. Orientation

The following orientation activities are carried out to help students adapt to the school:

- The school is introduced to newly enrolled students and school routines are explained.
- Each year, before students move on to the next grade, they are provided with information and learning about the next grade through peer support. (For example, 3rd

grade students visit 4th graders at the end of the year and have their questions answered by the students.)

- At the beginning of each school year, activities are held to ensure that all teachers develop and adopt common decisions. (Example: To help students adapt to changes in school spaces, they visit all the spaces they use and conduct a "common areas, common decisions" activity.)
- Introductory activities are held for students who start Nesibe Aydın Schools after changing schools, to establish harmony with the class.
- Orientation is applied to parents to assess the developmental stories of students to ensure a common language and approaches within the school community, and to support students at the highest level.

b. Getting to Know the Individual

Inventories, and interviews are carried out to understand students' social and emotional development, their characteristics, potential problem situations, and to create the best learning environment. These tests, inventories, and scales are reported and recorded on the Nesibe Aydın Schools Education Portal.

The applications are listed below:

- At the beginning of each academic year, the guidance team implements the "Autobiography" and "Draw a Family" activities by having the preparatory and first-grade students draw pictures to help the students express themselves, increase their awareness and get to know the student.
- The "Sentence Completion Inventory" is administered to all students during the year.
- In order to explore the friendship dynamics of students in the classroom throughout the year, the "Sociometry" inventory is applied to the 1st graders and the "Who is This?" inventory is applied to the 2nd, 3rd and 4th graders.
- The Learning Styles inventory is administered to 4th grade students to discover their different learning skills.
- The "Problem Scanning Inventory" is applied to 3rd and 4th graders in order to evaluate the potential problems of students in the areas of school, family and self-evaluation and to carry out intervention studies.

- Inventory is applied to 2nd, 3rd and 4th grades to determine students' tendencies and interests in disciplines, their self-evaluation styles, and the areas of science, art and sports in which they feel competent or incompetent.

c. Group Guidance

Group guidance activities are offered to students starting at kindergarten level to help them develop self-awareness, develop their identities, and guide themselves by making realistic and appropriate plans and choices in academic, social-emotional, and career development.

Activities with students are conducted in-class, with the entire class participating. Group guidance sessions are scheduled for two lessons per month, depending on need.

Group Guidance Activities for Students:

a. 1st Term

- In 1st grades, introduction of guidance service, adaptation to school, positive friendships, recognition of emotions, emotional management, picture completion studies
- In 2nd grade, introduction of guidance services, recognition of emotions, personal boundaries, positive friendships, responsibility, conscious use of technology
- In 3rd grades, compliance with school rules, gaining responsibility, developing positive peer relationships, conscious use of technology,
- In 4th grades, compliance with school rules, gaining responsibility, correct communication in peer relations, conscious use of technology, efficient studying, interests and tendencies

b. 2nd Term

- In the 1st grades; knowing oneself and recognizing individual differences, personal boundaries, sharing and helping each other, my dreams about moving to the next grade
- In 2nd grade; time management, developing a positive attitude towards making mistakes, conscious use of technology, problem-solving skills, sensitivity, my dreams of moving to the next grade, evaluating guidance work
- In 3rd grade; being able to recognize strengths and weaknesses, recognizing emotions, developing problem-solving skills, developing active listening skills, my dreams of moving to the next grade

- 4th Grade; anger management skills, ability to recognize emotions, development of interpersonal problem-solving skills, development of effective listening skills, preparation for adolescence, preparation for middle school.

c. Individual Psychological Counselling Services

These are periodic, one-on-one meetings conducted by the school counsellor, aimed at helping students better understand themselves, develop their skills, and develop coping skills for academic, personal, and social problems. Individual counselling sessions are conducted as needed. These sessions are held confidentially. Information deemed to be in the student's best interest is shared with the relevant individuals if necessary. Records are digitally recorded in the Education Portal Guidance Tracking System, accessible to the relevant counsellor.

d. Lesson Observations

Guidance counsellors, with the knowledge of the course teacher, conduct student observations in the classroom when deemed necessary. Guidance counsellors conduct student observations to monitor individual student development, identify diverse learning needs to plan preventive and remedial measures, and assess student development in terms of the IB Learner Profile characteristics and learning approaches. These observations are recorded on the education portal.

e. Consultancy Services

The following studies are carried out to develop cooperation and common understanding regarding family and educator training and practices.

1. At the beginning of each academic year, meetings are held for parents and teachers to discuss introductions, adaptation to school, and the developmental characteristics of the student.
2. Students are observed as they adapt to school at the beginning of the year, and parents are provided with feedback on their adaptation skills at the end of the month. For students whose adaptation period is prolonged, rescheduling is undertaken.
3. The classroom teacher and the guidance counsellor meet periodically to assess student progress. Students' achievements and goals are discussed, and plans are made to address areas of student development.
4. The classroom and guidance counsellor conduct individual family meetings as needed. Feedback is provided to the family regarding the student's strengths, areas for improvement, and progress. Student achievement of goals, based on planned activities, is recorded on the Education Portal at each stage.

5. Digital parent newsletters are published monthly on the Education Portal. The topics of these newsletters are designed to guide families by addressing the developmental needs of each age group. (Fear and anxiety, conscious technology use, family communication, taking responsibility and setting boundaries, play, etc.)

ARTICLE 10: Responsibilities of the School Community in Implementing Inclusive Practices

a) Teachers

- Design and deliver lessons that are differentiated according to students' readiness levels, interests, and preferred learning styles.
- Use flexible grouping, scaffolding, assistive technologies, and real-life contexts to enhance accessibility.
- Collaborate regularly with the Guidance Unit, Learning Support Team, and IBDP Coordinator to plan support strategies and participate in Individualized Education Plans (IEPs) or equivalent support documents.
- Ensure that accommodations (extra time, alternative assessments, assistive devices) are applied consistently in classroom assessments before IB submissions.
- Engage in ongoing professional development on inclusive education, Universal Design for Learning (UDL), and IB approaches to differentiation.

b) Guidance and Psychological Counselling Unit (GPCU)

- Coordinate observation-based identification processes together with teachers.
- Develop and monitor Individualized Support Plans (ISPs) and ensure their implementation.
- Provide counselling services for students with emotional or behavioural needs.
- Recommend external evaluations when necessary and follow up on diagnostic reports.
- Ensure confidentiality and informed consent when handling student information.

c) IBDP Coordinator

- Ensure alignment of inclusion practices with IB requirements and policies.

- Coordinate the process for students requiring IB assessment access arrangements (e.g., extra time, reader, scribe, separate room).
- Submit required documentation (diagnostic reports, teacher evidence, parental consent) to IBIS within deadlines.
- Communicate IB updates on inclusion to staff and ensure consistent implementation across subject groups.

d) School Administration

- Provide adequate resources (assistive technology, accessible classrooms, trained staff) to support diverse learners.
- Integrate inclusion into the school's mission, vision, and strategic planning.
- Encourage a professional culture of collaboration and respect for diversity.
- Ensure annual review and revision of the Inclusion Policy with input from teachers, parents, students, and IB leadership.

Chapter Three

Meeting the Learning Needs of Individuals with Different Educational Needs

ARTICLE 11 : Learning Needs of Individuals

1. Criteria Related to Social and Cognitive Development

When observing students' social development, teachers consider factors such as tardiness, friendship skills, teacher relationships, expressive language skills, ways of spending their free time, and taking responsibility and initiative. When observing students' cognitive development, teachers consider class participation, time management skills, motivation for individual and group work, the quality of homework, consistency, and enthusiasm, assessment results, furniture organization and use, and the ability to interpret information.

2. Monitoring Process Steps for Determining Individual Differences

Teachers monitor their students' cognitive and social development processes by taking into account the students' developmental characteristics through the steps outlined below.

- a) Observation
- b) Individual communication with the student
- c) Observation records

- d) Informing School Management
- e) Informing Guidance Unit
- f) Directory teacher observation
- g) Directory teacher studies
- h) Guardian information – collaborative studies planning

3. Studies on Individual Differences

a. Studies Conducted for Students with Intellectual Disabilities:

- Learning environments are designed to meet student needs. Students are encouraged to participate in learning activities in a way that allows them to progress and follow along comfortably using all their senses.
- In order to ensure that learners progress within their own potential according to their individual differences, tasks/achievements or goals that are decided to be achieved are guided in small steps, skills are cascaded, and progress is guided through experiences.
- Teachers use cues to help learners develop and become independent (physical assistance, verbal instructions, modelling, pointing cues, gestural cues).
- Learners are encouraged to see their own progress. Their development is nurtured through frequent reinforcement and cause-and-effect relationships, along with feedback (verbal praise, granting privileges, allowing them to engage in a favourite activity, etc.).
- Learners are provided with concrete experiences that will enable them to develop their skills as subjects.
- By taking into account their individual characteristics and interests, they are encouraged to focus on their interests and tendencies. These interests and tendencies are used as a means of encouraging their progress.
- Education and training planning is made based on the individual characteristics and differences of the learners.
- Teachers are open and tolerant to plans that will provide more frequent repetitions and re-learning experiences in different ways to support students' development and learning.

- To ensure development and progress in students, even if they work with the same material, in the same environment, with the same teacher, they must first and foremost have a certain level of learning.
- In order to achieve a skill, the skill is created with the opportunity for the student to perform the skill with different materials, different environments and different teachers or friends.
- Teachers work in collaboration with other members of the learning community to ensure that students adapt to common rules within school life and develop their social competence.
- Students are encouraged to work in groups. In group work, students are given responsibilities they will have no difficulty fulfilling, ensuring their inclusion in the group.
- Assessments are conducted using content and practices that take diversity and competencies into account. Areas where students experience difficulties are considered, and methods that allow them to express themselves better are chosen based on their individual differences. Short-answer and fill-in-the-blank assessments are designed for students who struggle with written expression. In subjects like math and science, student progress is assessed holistically and through the process.

b. Studies Conducted for Students with Learning Disabilities:

1. For students who learn differently in the field of reading:
 - Appropriate reading texts are provided to support reading skills.
 - Before reading, students are encouraged to set a purpose and review the text.
 - While reading, it is possible to monitor reading comprehension, use prior knowledge, make predictions about the text, clarify the text, adjust the reading speed, mark, and highlight or underline important parts of the text, take notes and visualize.
 - After reading, the following methods are followed: re-reading the text, summarizing the text, listing the events in the text, generating questions about the text, and answering the questions in the text.
 - Students are always guided on methods that will improve their reading comprehension and fluency skills.

- Students are provided with a model for methods that will support reading comprehension and fluent reading skills.
 - Students are given frequent corrective feedback and their strengths are prioritized.
 - In addition to studies that support the areas in which students have difficulties, opportunities are provided to showcase their strengths in order to stay motivated.
 - Peer modelling and collaboration with peers are used as a method when supporting students.
 - Reading charts are created so that students can monitor their individual development.
2. For students who learn differently in the field of writing;
- In the preschool period, activities that support small motor skills and pencil control such as kneading and shaping, putting on and taking off, assembling and separating, stringing beads, cutting with scissors, painting, connecting dots, writing in the sand, and holding a pencil are carried out in a planned manner.
 - When teaching a new letter for the first time, techniques such as showing the letter to the students, drawing it in the air with a finger, showing the direction of drawing on the board, and explaining how the letter is drawn are carefully used.
 - Environments with ergonomic arrangements that will positively affect students' writing are prepared.
 - In writing activities, students are given time that matches their differences in learning needs.
 - Students' motivation is supported by monitoring their development with prepared graphs.
 - Students are also frequently encouraged to use the methods in which they are strong in order to reveal themselves and their potential regarding their development.
 - Classroom environments are created where students support each other regarding the challenges they face due to their differences, encouraging cooperation. Differences are transformed into a space where students can develop the characteristics of the IB learner profile.
- c. Studies Conducted on Students with Pervasive Developmental Disorders:**
- Teachers reach students using simple, short and clear instructions in classroom activities.

- Students are encouraged to connect with a safe adult at school, other than their parents, whom they can contact first in case of an emergency or special situation. Learners' interests are used as a tool to establish this connection.
- Everyone in the learning community maintains a low tone of voice when communicating with students of PDD. Teachers understand the importance of engaging students with PDD by engaging them in a way that fosters curiosity.
- Routines are created to meet the needs of students arising from their learning differences. All members of the learning community are knowledgeable about and implement these routines. Classroom activities are presented in a sequential order, establishing specific routines (sequences). Students are informed about potential changes in school life in advance and prepared for them through a preventative approach.
- Teachers create an environment that encourages learners to take on responsibilities that they can fulfil in line with their interests.

d. Studies Conducted for Students with Hearing Impairment:

- In the initial assessment, the student's diagnosis age, preferred communication style, and the initial meeting with the family are determined through work with the child.
- Collaboration is established with the family, and the family is informed about the goals for the student.
- Through a detailed evaluation, students' current performance regarding their academic skills and communication skills is determined.
- Students are guided in their learning through visual-based materials.
- Learners are supported by technology.
- The entire learning community is informed about students who use hearing aids.
- Educators remain in the student's field of vision during activities and communication with students with hearing impairments. They use concrete concepts. Instead of speaking while writing on the board, they continue explaining after the writing is completed.
- For students who benefit from lip reading, educators pay attention to being face to face with the student during communication and explanation.

- While speaking, teachers use clear, concise and understandable sentences that students know, and check whether students understand the expressions.
- All kinds of written, audio and visual materials used in teaching (videos, PPT presentations, images, written texts, etc.) are provided.
- Before starting any activities or studies, it is checked whether the child's hearing aid, if any, is working.
- Communication is established by maintaining eye contact and not covering the mouth while speaking. This communication style is ensured to be adopted and implemented by the entire learning community.
- Considering students' individual differences, activities that will increase their participation in activities and group work are planned.
- Students with hearing impairments are treated with patience and given opportunities to participate in class.
- The students' IEPs and the individual pace of each student have been achieved (written exams, projects and assignments, actions, etc.).

e. Studies Conducted for Visually Impaired Students:

- It is determined which reading and writing tools students prefer and use.
- Upon enrolment, students are introduced to the school's departments, classroom locations, and their positions within the classroom. To help students find their way around the school, the school's departments are designated using Braille or, for those with low vision, larger fonts are provided based on colour-background contrast.
- Classrooms are designed to allow students to move easily and safely. Physical conditions are provided to ensure safe movement within the school. Precautions are taken to prevent accidents.
- The sense(s) students use is determined. Instructional materials such as maps, posters, and banners that appeal to the senses students primarily use in learning are prepared, with non-glare materials preferred.
- Regardless of the tool used to read and write, every student with visual impairment is taught the skills to use a keyboard and screen reading software in line with advancements in information technologies.

- Lighting is planned to accommodate students with visual impairments. Good, but not bright, lighting is preferred in classrooms.
- The operations performed on the board are also expressed verbally so that the student can follow the lesson.

f. Studies on Students with Attention Deficit Hyperactivity Disorder (ADHD):

- In collaboration with the family and, with the family's approval, the specialists who follow up on the student with ADHD, the student's diagnostic history is evaluated, and the process is followed.
- School areas are planned by taking into consideration the differences of the students and are prepared as environments in which they can adapt.
- Visuals of the joint decisions made with the students are made available in written form in the spaces used by the students.
- To ensure the sustainability of students' self-management skills, their positive behaviours are reinforced by presenting a cause-effect relationship.
- It is expected that students' development will occur in small steps.
- Throughout the process, students are given eye-catching, concise and clear instructions.
- Activities that support students' self-confidence are planned and implemented.
- It is ensured that members of the learning community are knowledgeable and competent in all applications and plans.
- Learning community members acknowledge the differences of students diagnosed with ADHD and their families and approach them with an accepting attitude.

“Attention-related Conditions (ADD/ADHD): ADD is characterised by inattention and organisational difficulties without hyperactivity, while ADHD includes symptoms of inattention, hyperactivity, and impulsivity. Both conditions can impact academic performance and require access arrangements in the DP.”

g. Studies Conducted for Students with Physical Disabilities:

- Necessary physical arrangements are made in school environments to facilitate access of students with physical disabilities to classrooms, canteens, gardens, toilets, etc. within the school.
 - Students with physical disabilities are positioned close to the door.
 - Taking into consideration the physical disabilities of students, arrangements are made to ensure that they can access the materials they need in the school and classroom.
 - Students with physical disabilities should be provided with social support that includes family participation, ensures the social development of students, creates social awareness, supports cultural development,
 - The students with physical disabilities should be provided with resources for their benefit, and their participation is encouraged and incentivized.
 - Learning community members support the development of self-confidence by highlighting the areas in which students with physical disabilities are successful and reinforce their success.
 - Peer support for students with physical disabilities is structured by educators and shared with students to ensure its implementation.
- h. Studies Conducted for Specially (Gifted) Talented Students:**
- In-school, activities are planned to address the special interests and tendencies of gifted students and students are ensured to perform.
 - Students' areas of social and emotional development are identified, activities to develop these areas are planned in joint planning meetings, and students are supported.
 - Teachers create a classroom environment where love and trust prevail, and where students are held accountable for each other's behaviour, without excessive competition.
 - Regular communication is established with the families of these students and cooperation is ensured to maintain a consistent and common attitude towards the students.
 - Students are administered self-assessment forms regarding their social development. Evaluation meetings are held with students to make necessary adjustments regarding their development and areas of improvement.

- Students are given differentiated responsibility work appropriate to their individual differences. Care is taken to ensure that responsibility work (homework) is prepared in a way that develops students' research and problem-solving skills.
- Every educational activity in the school is seen as an opportunity for the development of students' leadership and cooperation skills.
- Various activities are planned in collaboration with relevant experts according to the students' abilities and interests.
- Opportunities are created for students to develop special projects on topics they are interested in and to share these projects with the learning community.

1. Studies Conducted for Students Having Difficulty in Managing Emotions and Behaviours:

- Learning community members have a clear and cause-effect relationship in their communication with students.
- Students are given reinforcement for their sustainable behaviour.
- These students are given opportunities to experience a sense of accomplishment. They are assigned tasks that align with their interests and individual potential. Through collaboration, students' achievements are recognized.
- Instead of a competitive environment, a classroom atmosphere of love and trust is created.
- Collaboration and a shared approach are fostered with students' families. Teachers and parents make joint decisions regarding consistent approaches to these students at home and school.
- Plans are made for the development of students in the field of social skills and these plans are implemented during the teaching process.
- Teachers develop and implement collaborative strategies with students to develop self-management skills in emotional and behavioural areas. For example, a behaviour chart can be created with students to help them self-assess at the end of the day, allowing them to monitor their progress and reflect.
- When necessary, collaboration with experts working in university or hospital psychology departments and approval to find solutions to emerging situations are

provided with family permission. Guidance counsellors monitor the progress of students referred to specialists.

i. Studies Conducted for Students with Speech and Language Disorders:

- Students who are thought to have a serious voice disorder are first referred to a doctor.
- Students with speech and language disorders are referred to speech therapists according to the degree of difficulty, in cooperation with the family.
- The exercises recommended by speech and language therapists are also implemented at school in cooperation with the family.
- Learning community members are aware of being the right model for all students with the language and speaking style they use.
- Learning community members are aware of the importance of listening to students with speech and language disorders within the school environment without interruption and constant correction.
- While teaching these students, activities related to language skills are included that cover objectives such as expressing their wishes appropriately (through speech, gestures or pictures), understanding what is said, remembering and using appropriate words in conversation, and reading and writing as much as necessary.

ARTICLE 12: Access and Support Procedures

a. Multi-Entry Identification Process

- Support for students may be initiated through teacher observation, parental concern, or an existing diagnosis.
- Regardless of entry point, all cases follow a structured and confidential process including documentation, interviews, in-school assessments, and consultation with families.
- Recommendations for external evaluation are made when needed, and outcomes are integrated into school support plans.

b. Student and Family Engagement

- Students and families are informed at every step, consulted in decision-making, and actively involved in setting goals and reviewing progress.

- Regular updates are provided to families about student development, accommodations, and next steps.

c. Documentation and Confidentiality

- All identification, referral, and support processes are documented securely.
- Informed parental consent is obtained before sharing sensitive information with external professionals.
- The “need-to-know” principle applies when sharing information within the school community, consistent with IB standards.

d. Review and Adjustment

- Support plans are reviewed periodically, especially at transition points.
- If needs change, new assessments may be requested and strategies are adjusted accordingly.
- Teachers, the Guidance Unit, IBDP Coordinator, and families collaborate in each review process.

ARTICLE 13: Nesibe Aydın Schools Learning Environments

1. The learning environments at Nesibe Aydın Schools are equipped to meet the needs of all students, are safe, warm, and protective, and are respectful and sensitive to diversity. They have a classroom climate that values emotions, embraces differences, and sees them as enrichment, embracing them openly and welcomingly. In this classroom climate, students feel a sense of belonging, safe, understood, valued, and secure.

The criteria for joint decisions made with the learning community in organizing learning environments are set out below:

- a. Learning environments are equipped with elements and physical facilities that will support the physical development of students and the requirements of the course.
- b. Nesibe Aydın Schools ensure the creation and development of learning spaces equipped to meet the needs of all students. It also plans and allocates the necessary resources for this purpose.

- c. Learning environments are dynamic. Teachers encourage learners to reorganize their learning environments through their curiosity, interest, and creativity as subjects of inquiry.
- d. Learning continues beyond the classroom walls to support and enrich learners' development. Planning, organizing, and enriching content in environments outside the classroom are also undertaken.

2. Differentiated Classroom Principles to Develop a Positive Classroom

Environment

- a. Students are listened to, accepted and valued as they are.
- b. Teachers encourage students to explore their individual learning paths. Students are highly motivated to learn but realistically tailored to their individual differences. They are provided with opportunities for success.
- c. In differentiated classroom environments, students have learning experiences based on their interests and readiness.
- d. Content and activities are planned by taking into consideration the differences and interests of all students and are implemented in a way that includes all learners as subjects in the process.
- e. Teachers determine the time and space planning of their work in accordance with the individual differences of their students.
- f. Grouping and flexible grouping are frequently used in the classroom to help learners develop respect and acceptance of differences.
- g. Learners are provided with opportunities to reflect on their learning. Learners are involved in decisions about their learning.
- h. Students have the opportunity to develop and demonstrate the characteristics of their learner profile as attributes and skills.
- i. The school offers students the opportunity to develop into internationally conscious, multilingual individuals.
- j. Students are responsible for their own learning, and they are provided with learning experiences that make them aware of their role in the learning of members of the learning community.

3. Differentiation Strategies

At Nesibe Aydın Educational Institutions, differentiation is embedded in teaching and

learning practices across all programmes, including the IBDP. Differentiation occurs in four dimensions:

- Readiness Levels – instruction is adjusted based on prior knowledge and preparedness.
- Interests – learning activities are linked to students’ passions and curiosities.
- Learning Profiles – teaching methods take into account different learning styles, processing preferences, and cultural backgrounds.
- Material Accessibility – resources are provided in varied formats (visual, auditory, kinaesthetic) and supported by assistive technologies where needed.

IB Principles guiding differentiation include:

- Valuing prior knowledge
- Scaffolding learning
- Affirming identity and building self-esteem
- Extending learning opportunities

ARTICLE 14: Individualized Education Program (IEP)

1. Individualized Education Program

An IEP is an individualized education program that addresses a student's current status, the areas in which they need to improve, and the support they will need to achieve this development. An IEP is a program that determines long- and short-term goals, support services, methods and techniques to be used, and appropriate adaptations and adjustments based on the student's performance level to meet their educational needs in personal, social, functional, and academic skills. It ensures the student maximizes their benefits from the program they are attending. (MEB Teacher's Handbook for Educational Practices within the Integration Framework) The IEP outlines the student's specific needs and goals stemming from their special needs and/or disabilities, how the student's knowledge and skill gaps will be addressed through educational services, and how these goals will be achieved. This plan details how the student's developmental areas can be developed for each course. According to the Ministry of National Education's Special Education and Guidance Services Regulation, IEP is defined as a special education program that includes supporting the education services to be given to individuals with special education needs, prepared to achieve the targeted goals

in line with their developmental characteristics, educational needs and performances, based on the program they follow and approved by their families.

- Not being able to fully benefit from the educational activities and curriculum offered to their peers,
- Needing some adaptations or arrangements in the educational materials used in the education-training process or in the methods and techniques related to teaching and evaluation,
- An IEP is prepared for students whose educational performance is negatively affected due to their special needs and/or disabilities.

2. IEP Development and Implementation Process

An IEP (aligned with ISP terminology in the IB Diploma Programme) is a personalised program tailored to the individual needs of each student. A team is involved in developing an IEP, including the student's family and, if appropriate, the student themselves. Effective collaboration and information sharing are crucial in this process.

The IEP development process is a cyclical and dynamic process consisting of Development, Implementation, Monitoring, and Evaluation. The stages in this cycle serve as a guide in the preparation and implementation of the IEP.

The IEP is prepared in collaboration with the Special Education Evaluation Board and the IEP Development Unit and is evaluated in line with the level of achievement of the targeted goals for our student.

a. IEP Development Unit Team:

Under the chairmanship of the school/institution principal or a deputy principal appointed by him/her:

- A special education teacher, if available,
- A guidance counsellor,
- The teacher assigned to prepare a training program,
- The student's class teacher,
- The relevant field teachers who teach the student's course,
- The student's parent,

- Student,
- It also consists of a member from the special education evaluation board whose opinions are sought when necessary.

b. IEP Development:

When developing an IEP, the focus is always on the student's needs. Everyone involved in the student's education—school administration, guidance counsellor, classroom teachers, subject matter teachers, support staff, family, and other educational personnel—is involved in the IEP development process. During the planning process, detailed information is first collected and evaluated to determine the student's educational performance and needs.

The IEP includes the student's personal information, information about the student's current educational performance, the type, duration, frequency, by whom, where, and how the support education services required for the student will be provided, the goals set for the student, the methods, techniques, and adaptations to be used in the teaching process and evaluation, educational tools, materials, and arrangements, evidence of the student's success, and arrangements related to the educational environment.

c. EP Evaluation:

Evaluations in the IEP process are carried out to serve two basic purposes: planning education and monitoring student achievements.

In this process, various tools, methods and techniques are used to determine the student's educational performance, identify their needs and evaluate the student. These are;

- Observations,
- Interviews (family, previous school officials, teachers),
- Previous IEPs, reports on the teaching process,
- Documents showing the student's health status,
- Evaluation results of the student's previous education,
- Formal and informal evaluations.

Utilizing the results of various types of assessments, such as these and similar methods and techniques, is used to develop appropriate and more accurate IEP goals for the student and to provide objectivity for planning services.

Fields where information about the student is collected:

- Academic success
- Participation
- Social behaviour
- Communication skills
- Strengths and weaknesses
- Likes and dislikes
- Abilities and interests
- Learning style
- How he/she perceives himself/herself
- Movement skills
- Need for special equipment/tools
- Health status, etc.

d. IEP Application:

After the IEP is developed, the instructional process is planned for its effective implementation. All teachers working with students for whom an IEP is prepared are informed about the IEP and they utilize it when planning instructional strategies for these students. A curriculum plan includes the names of the student, teacher, and curriculum; summary statements regarding the student's overall performance level; behavioural criteria; the learning environment; the number of sessions; materials to be used; instructional objectives, steps, methods and techniques; support services; and assessment and data collection techniques.

e. IEP Monitoring and Evaluation:

IEP is a flexible structure designed to meet the changing needs of the child and serves as a monitoring and evaluation tool for the work of the family, school, and all related units and their contributions to the child.

The monitoring process is a process in which students gather to assess their responses to strategies and their progress toward IEP goals, and the instruction is evaluated. The same evaluation methods, techniques, and tools are used during the monitoring process. The methods, tools, and strategies employed provide important feedback to determine necessary

changes and adjustments to the student's IEP. After collecting monitoring information from all teachers and IEP team members, including the student's family and the student themselves, an archive is created for the methods, techniques, and tools found to be effective and successful for the student and even the entire class.

The review evaluates the suitability and effectiveness of the IEP, the progress made by the student in his/her development, whether long-term and short-term goals have been achieved, and how to plan the next steps.

Prepared reports include a review of student learning outcomes and comments from relevant individuals. The student's current performance level in each area provides insight into assessment strategies for reviewing student progress and achievements.

3. Support Education Room

- a. "Support Education Room" is an educational environment created in schools and institutions by providing special tools and educational materials for students with special educational needs who continue their education in the same class with their non-disabled peers within the scope of inclusive/integrated education practices, in order to benefit from the educational services offered at the highest level.
- b. It is mandatory to open a "Support Education Room" in schools and institutions where students with special educational needs and students with special talents study and continue their education in the same class with their non-disabled peers within the scope of education practices through inclusion/integrated.
- c. More than one support education room may be established within a school or institution, depending on the number of students receiving education in the support education room. Separate support education rooms may be established for students with special educational needs, taking into account the school's physical conditions, student numbers, types of disabilities, and areas of ability.
- d. In schools where support education rooms cannot be opened due to physical conditions, suitable areas such as science laboratories, art workshops, music rooms, etc. can be used as support education rooms with the approval of the provincial/district national education directorates.
- e. In the support education room, students with special educational needs and students with special talents who continue their education in the same class with their peers

without disabilities within the scope of education application through inclusion/integration in schools and institutions can receive education.

- f. The students who will receive instruction in the support education room and the courses in which they will receive support education are determined at the beginning of the academic year by the Guidance and Counselling Services Executive Committee, in accordance with the recommendations of the IEP Development Unit. However, this planning may be revised during the academic year if necessary.
- g. Every student with special education needs is provided with this education in line with their needs.
- h. Training sessions are planned in the support training room, taking into account student performance. Training sessions can be conducted one-on-one or in groups.
- i. Depending on the educational needs of the students, special education teachers, class teachers, field teachers, special education teachers from the school, special education teachers from RAM or teachers from other schools and institutions are assigned to the support education room.
- j. For teachers to be assigned to support education rooms, before the teachers in question begin providing education services in the support education room, training seminars will be organized by the provincial/district national education directorates, within the scope of the planning to be carried out by the provincial/district special education services board, covering the types and characteristics of disabilities, special education methods and techniques, and other necessary topics.
- k. The school administration plans the days and times students who will receive instruction in the support education room and the teachers who will provide the instruction. Student attendance, etc., is recorded by the school administration through the classroom notebook.
- l. In courses requiring practical skills training for students receiving education in the support training room, support training services can be provided in a classroom, workshop, laboratory, etc. environment, in line with the opinions and recommendations of the IEP development unit, in a one-on-one group training manner.
- m. The 'Support Education Room' is equipped with tools and educational materials appropriate to students' educational performance and needs, types of disabilities, and areas of ability. Provincial/district national education directorates are responsible for

taking measures to provide classrooms, tools, and equipment for special education services in schools and institutions where inclusion/inclusive education is provided (MEB Support Education Room Guide, 2016).

- n. In the Diploma Programme context, the Support Education Room also functions as a flexible learning environment where students with identified learning support needs can work on DP-specific tasks such as Internal Assessments, Extended Essay research, and TOK presentations, with appropriate accommodations.
- o. Any use of the Support Education Room for DP students must reflect their usual way of working in the classroom and align with IB's *Candidates with Assessment Access Requirements* policy.
- p. The IBDP Coordinator and Guidance Unit collaborate to ensure that the accommodations practiced in the Support Education Room (e.g., extra time, use of assistive technology, quiet space) are consistent with those applied in school-based assessments and requested formally for IB examinations.

4. Guidance Research Centre (RAM) Referral:

In accordance with the Ministry of National Education (MEB) Special Education Services Regulation, after the teacher identifies a student with special education needs, they gather information about the student and share their observations with the school administration and the guidance counsellor. The student's individual differences are jointly assessed, and the parent is informed about the student. The Educational Evaluation Form, available from the RAM website, is completed by the teacher and sent to RAM. The parent makes an appointment with RAM. The process continues at RAM. Based on the report from RAM, the school prepares an IEP plan and makes the necessary adjustments, if necessary. IEP meetings are held twice a year, attended by the parent and the IEP unit. The IEP unit includes the school principal, guidance counsellor, the student's classroom teacher, subject matter teachers, the parent, and the student. Decisions are recorded in a file and kept confidential. The student's progress is reported (MEB Special Education Services Regulation, 2021).

5. Inclusive Assessment and IB Access Arrangements

a) Equal Access to Assessment

- All students are provided with fair opportunities to demonstrate learning. Accommodations ensure that no student is disadvantaged because of diagnosed or undiagnosed needs.

b) Access Arrangements

- Approved accommodations (extra time, reader, scribe, rest breaks, separate examination rooms, use of assistive technology) are available.
- Such arrangements are based on documented evidence and must be applied consistently in internal assessments before being requested for IB examinations.
- The IBDP Coordinator submits required documentation to the IB via IBIS at least six months before the examination session.

c) Teacher Responsibilities

- Provide varied formative assessments and constructive feedback tailored to individual needs.
- Align classroom accommodations with IB regulations and maintain fairness and integrity.

Chapter Four

Nesibe Aydın Schools' Learning Community

ARTICLE 15: Learning Community

1. Pedagogical Leadership Team Responsibilities

The duties and responsibilities of the pedagogical leadership team regarding the provision of different learning needs are as follows:

- a. It takes necessary measures to provide services to students with different learning needs and their families.
- b. It ensures the formation of the necessary committees and units to carry out services for different learning needs and ensures that they fulfil their duties and responsibilities.
- c. It creates an environment where all teachers at the relevant grade level can collaborate on their diverse learning needs, support each other, and learn from each other. It also allows all teachers to systematically plan together by scheduling meetings.

- d. They are knowledgeable about learning differences, strategies to meet these needs, and classroom management issues. They are responsible for ensuring that all educators in the school are knowledgeable.
- e. They are responsible for providing educational materials and equipment and physical conditions that meet the needs of all students.
- f. It aims to enable teachers to enrich and nourish each other by enabling peer observations, thus allowing teachers to experience the differences that will enable learners to take their potential to a higher level.

2. Duties and Responsibilities of Class/Branch Teachers

- a. They are open to learning and equipped to make plans for different educational needs.
- b. Studies regarding the adaptation process of students with different educational needs are planned with the relevant teachers and necessary measures are taken to carry out these studies.
- c. Individual differences and diverse educational needs are accepted with compassion, and therefore the teachers see differences as enrichment, and have a universal awareness.
- d. They collaborate with the IEP development unit in developing individualized education programs (IEPs). They implement and evaluate IEPs for students with diverse educational needs, supporting the learning of all students, and ensuring that learning occurs for all students.
- e. They organise learning environments so that all students can benefit, taking into account individual differences.
- f. They cooperate with the guidance and psychological counselling services executive committee and the IEP development unit in directing students with different educational needs to another school/institution in line with their educational performance.
- g. In the DP, subject teachers are responsible for implementing differentiation and accommodations in Internal Assessments and ensuring consistency with official IB access arrangements.
- h. DP teachers also ensure that differentiation and inclusion strategies are explicitly embedded in their unit plans and schemes of work, and that ATL skills are taught in ways that reflect diverse learning needs.

3. Duties and Responsibilities of the Guidance Counsellor

- a. The orientation and adaptation process of students with different educational needs and taking the necessary measures for the functioning of the planning.
- b. The counsellor observes students by conducting lesson observations.
- c. By applying individual recognition techniques, the counsellor identifies students with individual differences and diverse educational needs. S/he effectively utilises the developmental information obtained throughout the educational process, continues to meet regularly with students in need, and leads intervention and remediation efforts.
- d. S/he works with students to help them accept themselves and see their differences as enrichment.
- e. S/he is responsible for informing members of the learning community about learning differences and diverse educational needs.
- f. S/he supports the development of student skills and leads the necessary collaboration and partnership work within the learning community for the holistic development of students.
- g. S/he takes responsibility for meeting the different educational needs of students by collaborating with the IEP development unit in the preparation of the IEP.
- h. S/he provides consultancy support to students, parents and/or teachers on matters falling within their areas of duty and responsibility.
- i. The Guidance Counsellor collaborates with the IBDP Coordinator to prepare supporting documentation for IB access arrangements and to ensure that psychological/medical reports are up to date and valid for IB submission.

4. Responsibilities of the Parents

- a. They respect the individual differences of their students and contribute to their personal development.
- b. They monitor and control the attitudes and habits of their students in the educational processes and inform the school administration, teachers and guidance unit about the needs of their students.
- c. They collaborate with school administration and teachers to support the development of their students.

5. IBDP Coordinator

- a. To oversee the implementation of inclusion practices in alignment with IB regulations.
- b. To coordinate and submit documentation for IB assessment access arrangements (diagnostic reports, teacher evidence, and parental consent) via IBIS.
- c. To ensure teachers are informed of approved accommodations and support consistent application in teaching and internal assessments.
- d. To communicate regularly with IB regarding inclusion policies, updates, and best practices.
- e. The IBDP Coordinator also ensures that inclusive practices are integrated into core components (TOK, EE, CAS) and that students with access needs are equally supported across all aspects of the Diploma Programme.

6. School Administration

- a. To provide resources such as accessible classrooms, quiet rooms, elevators, and assistive technologies to ensure physical and learning access.
- b. To allocate human resources, including trained counsellors and support staff, to meet diverse learning needs.
- c. To integrate inclusion into the school's mission, vision, and strategic development plans.
- d. To support teacher participation in IB professional development and inclusion workshops.
- e. To encourage a school culture that values empathy, respect, and diversity, in line with the IB mission.
- f. The administration ensures the annual review of the Inclusion Policy with contributions from students, parents, teachers, the Guidance Unit, and the IBDP Coordinator.

Chapter Five

Evaluation Practices for Individual Differences

ARTICLE 16 - Measurement and Evaluation

1. Approach and Principles:

Assessing learning is crucial for teachers to learn about learners, and for learners to learn about their learning and reflect on it. Nesibe Aydın Schools strives to create equal opportunities for learners with individual differences and to eliminate barriers to learning and assessment by implementing inclusive measures, rather than standardised assessments, in its assessment and evaluation practices.

In the Diploma Programme, these principles are aligned with IB's ***Candidates with Assessment Access Requirements*** policy. Access arrangements (e.g., extra time, use of a reader or scribe, separate rooms) are consistently applied in internal assessments and IB examinations.

These measures are based on the principle of optimal support and are planned in accordance with learner differences to remove or reduce barriers. Through these measures, learners are enabled to successfully demonstrate their understanding and receive support (Universal Design for Learning: Theory – Practice / Meyer, Rose, and Gordon 2014).

Teachers ensure that inclusive assessment practices are consistently applied in both formative and summative tasks, including Internal Assessments, TOK assessments, and the Extended Essay.

At Nesibe Aydın Schools, evaluations of students with special educational needs are planned in accordance with the items listed below.

Any accommodation provided in IB assessments must reflect the student's usual way of working in the classroom and during school-based tasks. The school communicates approved assessment arrangements to students and parents to ensure transparency and shared understanding.

- a. Student exams or assessments are differentiated based on students' individual differences in their IEP plans, special educational needs, and developmental levels. By providing diverse opportunities for students to demonstrate their skills and express themselves, students are given the opportunity to succeed.
- b. The method, technique, evaluation tool used in exams or evaluations, the time and place of evaluation, where and when the evaluation will be conducted, and who will

conduct the evaluation are determined by the guidance counsellor and school administration, taking into account the student's IEP plan.

- c. The responsibilities assigned to students (homework) are differentiated according to the individual needs of the students.
- d. Exam or assessment content and types are determined according to the individual differences and needs of the students. Exams or assessments are planned based on individual differences of students, may contain fewer questions, may be answered with short answers, and assessment tools may vary to meet student needs.
 - Written evaluations of students with speech difficulties,
 - Oral evaluation of students with writing difficulties.
 - For students with visual impairments, text should be written in large fonts.
 - For Attention Deficit Hyperactivity Disorder, assessments should be short-answer, or the exam should be taken in a different location and given additional time.
 - If necessary, a teacher's support is provided during the evaluation.

2. Inclusive Assessment in the Diploma Programme

- a. **Equal Access to Assessment:** All students are provided with equitable opportunities to demonstrate learning. Assessment practices are adapted to reflect students' strengths and needs, ensuring that they are not disadvantaged due to a diagnosed or undiagnosed learning difference. Teachers ensure that inclusive assessment practices are consistently implemented in both formative and summative assessments.
- b. **Access Arrangements:** Access arrangements may include extra time, use of a reader or scribe, rest breaks, separate examination rooms, or assistive technology. These arrangements must be:
 - Based on documented evidence from medical, psychological, or educational professionals.
 - Applied consistently in school-based assessments before being requested for IB Diploma Programme examinations.

- Submitted by the IBDP Coordinator via the IBIS system at least six months before the examination session, in compliance with IB’s “Candidates with Assessment Access Requirements” policy.
- Access arrangements granted by the IB must reflect arrangements that are the student’s usual way of working in school-based assessments.

c. Assessment Modifications

1. Assessment tasks may be adapted to ensure they measure intended learning outcomes without creating barriers. Examples include oral assessments for students with writing difficulties, alternative digital submissions, or exemptions from certain practical components for students with physical impairments (aligned with IB regulations).
2. These modifications extend to core components such as TOK assessments, the Extended Essay, Internal Assessments, and CAS reflections, where appropriate.

d. Teacher Responsibilities

1. Design and implement varied formative and summative assessments.
2. Provide constructive feedback tailored to individual learning goals.
3. Ensure alignment between class-based accommodations and official IB access arrangements.

e. Ethical and Confidentiality Considerations

1. All assessment accommodations are handled with respect for student dignity and confidentiality.
2. The principle of fairness and academic integrity is always maintained.
3. The school communicates clearly with students and families about approved access arrangements to ensure transparency and shared understanding.

Chapter Six

Nesibe Aydın Schools Inclusion Policy with Other Policies

ARTICLE 17- Nesibe Aydın Schools Inclusion Policy is implemented by taking into account its connections with other policies established by the institution.

Assessment Policy: Monitoring, documentation, measurement and reporting of learners are done according to their individual differences and special educational needs. In the Diploma Programme, assessment practices also integrate access arrangements approved by the IB (e.g., extra time, separate room, use of a reader or scribe). These arrangements are applied consistently in internal assessments and IB examinations, ensuring alignment with IB's *Candidates with Assessment Access Requirements* policy.

Language Policy: The communication skills that learners develop and demonstrate in different languages are supported according to their individual differences and special educational needs. For DP students, this includes support for multilingual learners, access to bilingual dictionaries where permitted, and language accommodations in assessments to ensure equitable participation in the IB Diploma Programme.

School Admission Policy: When the admission process of students begins, student recognition studies are carried out, learners are observed in academic, social, emotional and physical areas, and their individual differences and special educational needs are identified and supported. In the DP context, admission is non-discriminatory, and students with documented or suspected learning differences are provided with reasonable accommodations from the start of their programme.

Academic Integrity Policy: Studies that support students in demonstrating academic honesty are conducted based on their individual differences and special educational needs. In the Diploma Programme, students with learning support needs are guided through alternative strategies (e.g., structured citation tools, organisational scaffolds) to ensure they can meet IB academic honesty expectations without disadvantage.

Learner Profile Integration:

- The Inclusion Policy directly supports the IB Learner Profile by affirming that all students, regardless of individual need, can be inquirers, knowledgeable, principled, open-minded, caring, balanced, and reflective learners.
- By embedding inclusive practices across policies, the school reinforces the development of international-mindedness, empathy, and respect for diversity.
- Student diversity, identity, and cultural background are seen as assets that enrich the entire learning community and strengthen the values of the IB mission.
- In the DP, this is reflected in students' ability to demonstrate Learner Profile attributes in TOK, EE, CAS, and subject assessments while benefiting from appropriate inclusive practices.

Chapter Seven

Nesibe Aydın Schools Learning Community Activities Supporting the Understanding of Inclusion

ARTICLE 18: Understanding of Inclusion

Nesibe Aydın Schools organizes training programs and prepares newsletters to inform and raise awareness among learning community members about the developmental characteristics and learning differences of learners. These newsletters are published through the school portal.

Training for Teachers: Nesibe Aydın Schools provides in-service training to teachers from members of the Nesibe Aydın Scientific Board and other academics from prestigious universities in Turkey, working in various disciplines, to inform them about the developmental characteristics of learners and the learning differences that arise from their individual needs. Teachers are encouraged to collaborate with the Guidance and Psychological Counselling Service and receive consulting services from them.

Parent Training: The Guidance and Psychological Counselling Service provides informative presentations to parents based on grade levels. Parents are informed throughout the academic year through bulletins tailored to students' individual differences. The guidance and psychological counselling service provides educational support throughout the academic year to parents of students enrolled in the Individualized Education Program. The IB and PYP

coordinators organize workshops and presentations to parents to convey IB educational philosophy, processes, and practices. The IBDP Coordinator also organises orientation sessions for DP parents and students to explain IB expectations, assessment access arrangements, and inclusive practices specific to the Diploma Programme.

Trainings for Students: The Psychological Counselling and Guidance Service conducts classroom, group, and individual guidance sessions throughout the academic year, tailored to each student's grade level and needs. These sessions aim to foster a constructive and empathetic attitude toward diversity and to foster a positive understanding of diversity. This development is supported through presentations, guidance sessions, and group and individual activities. For IBDP students, guidance sessions also focus on stress management, exam preparation with access arrangements, and academic integrity support to ensure inclusion is consistently implemented in line with IB requirements.

ARTICLE 19: Policy Accessibility and Dissemination

1. The Inclusion Policy is made available to the entire school community via the school portal in both Turkish and English.
2. The policy is introduced during teacher induction, parent orientation, and student guidance sessions.
3. Any major revisions to the policy are communicated formally to teachers, students, and parents.
4. In the Diploma Programme, the Inclusion Policy is explicitly introduced during the DP orientation week, teacher induction workshops, and in ManageBac to ensure continuous access for students, parents, and staff.
5. In line with IB and national regulations, all personal data related to inclusive practices is handled securely and ethically, ensuring compliance with confidentiality agreements and data protection standards.

ARTICLE 20: Annual Review and Communication

This policy is reviewed by Nesibe Aydın Gaziantep Schools learning community once every year and necessary revisions are made.

ARTICLE 21: Force

This policy shall enter into force on the day it is approved by the Nesibe Aydın Gaziantep Schools Board of Directors and is published on the school's Portal.

ARTICLE 22: Executive

These policy articles are implemented by the relevant school principals and the PYP coordinator, DP Coordinator and IGCSE Coordinator on behalf of Nesibe Aydın Schools.

1. The Inclusion Policy is reviewed annually to ensure alignment with IB requirements, school needs, and stakeholder expectations.
2. Feedback is collected from students receiving support, parents/guardians, teachers, the Guidance Unit, and the IBDP Coordinator.
3. Review processes may include surveys, meetings, or case study evaluations, and results are integrated into policy updates.
4. In the Diploma Programme, students are invited to provide direct feedback on inclusion practices (through surveys, reflection sessions, or ManageBac reflections) to ensure student voice informs policy review and implementation.

Resources

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