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NESIBE AYDIN EDUCATIONAL INSTITUTIONS
INCLUSION POLICY

1. Purpose

1.1. At Nesibe Aydın Educational Institutions we recognize and embrace diversity in all forms and provide an inclusive and supportive learning environment in which every student can achieve. We align with the statement “ Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (*Learning diversity and inclusion in IB programmes,2016*) and acknowledge that it can be accomplished in a collaborative, accessible, flexible and supportive environment.

This policy aims to regulate the principles and procedures to ensure that students with inclusive education needs at Nesibe Aydın Educational Institutions benefit from their educational rights and that inclusive practices are carried out in accordance with IB expectations.

1.2. The policy also ensures alignment with IB’s mission and values, promoting equity, access, and the development of all attributes of the IB Learner Profile.

2. Scope

2.1. This policy applies to all students with inclusive education needs enrolled in the IB Diploma Programme at Nesibe Aydın Educational Institutions.

3. Legal and IB Framework

3.1. This policy is based on:

- Turkish Ministry of National Education regulations
- 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)

4. Definitions

4.1. Specific Learning Differences

Neurologically-based learning difficulties that affect how individuals process information despite average or above-average intelligence. The most common types include:

- **Dyslexia:** Difficulty in reading accuracy, fluency, and comprehension due to challenges with recognizing words and decoding.
- **Dysgraphia:** Difficulty with handwriting, spelling, and organizing written expression.
- **Dyscalculia:** Difficulty understanding numbers, performing calculations, and grasping mathematical concepts.

4.2. Attention-related Conditions (ADD, ADHD)

Neurodevelopmental disorders that affect attention regulation and impulse control:

- **ADD (Attention Deficit Disorder):** Characterized by inattention, forgetfulness, and organizational challenges without hyperactivity.
- **ADHD (Attention Deficit Hyperactivity Disorder):** Includes symptoms of inattention, hyperactivity, and impulsivity that interfere with functioning or development.

4.3. Emotional and Behavioural Disorders

Conditions that significantly impact emotional regulation, behaviour, and social interaction. These may include depression, anxiety, conduct disorders, or other mood and behaviour-related challenges that interfere with learning and social adaptation.

4.4. Sensory Impairments (Visual, Hearing)

Disabilities related to the loss or reduction of sight or hearing that affect access to information and communication:

- **Visual Impairment:** Partial or total loss of vision that limits educational performance and daily functioning.
- **Hearing Impairment:** Partial or complete hearing loss that affects communication, language development, and learning.

4.5. Physical Disabilities

Limitations in mobility, coordination, or physical functioning due to congenital or acquired conditions affecting muscles, bones, or the nervous system. These may impact movement, handwriting, or access to learning environments.

4.6. Chronic Health Conditions

Long-term health conditions that require ongoing care and may affect academic participation. Examples include:

- Diabetes
- Asthma
- Severe allergies
- Heart conditions

These conditions may necessitate health-related accommodations and continuous monitoring.

4.7. Giftedness

The possession of exceptional abilities in one or more domains such as intellectual, creative, artistic, or leadership capacity. Gifted students often require differentiated instruction, enrichment opportunities, and advanced learning challenges to meet their potential.

5. Guiding Philosophy

5.1. At Nesibe Aydın, inclusive education is a right, not a privilege. Every student is valued and supported through a human-centred, student-focused approach that acknowledges individual differences as opportunities for enriched learning rather than as obstacles.

5.2. Inclusive practices reflect the school’s mission and 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.

5.3. The policy supports the shift from a model of education that relies solely on specialist intervention to one that emphasizes collaborative planning and shared responsibility among classroom teachers, support staff, and families. This aligns with the IB’s view of inclusive education as an ongoing process of identifying and removing barriers to learning and participation.

5.4. The school promotes inclusion through curriculum differentiation, accessible assessments, and learning environments that meet the needs of all learners—recognizing that diversity enhances the educational experience for everyone.

5.5. Commitment to inclusive education at Nesibe Aydın 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 to create a better and more peaceful world.

6. Responsibilities

6.1 Teachers

Teachers at Nesibe Aydın Educational Institutions play a central role in implementing inclusive education practices. Their responsibilities include the following:

6.1.1. Differentiated Instruction

- Design and deliver lessons that are differentiated according to students’ readiness levels, interests, and preferred learning styles.
- Use flexible grouping, tiered activities, choice boards, and scaffolded instruction to support a range of abilities and learning preferences in the classroom.
- Integrate strategies such as visual aids, assistive technology, manipulatives, and real-life contexts to enhance accessibility and engagement.

6.1.2. Learning Environment Adaptation

- Create physically and emotionally safe, welcoming, and stimulating learning environments that reflect and respect individual diversity.
- Arrange classroom layouts and use materials in ways that allow access and participation for all students, including those with physical, sensory, or attention related needs.

6.1.3. Collaboration and Communication

- Work collaboratively with the school’s Guidance Unit, Learning Support Team, parents, and the IBDP Coordinator to plan and implement appropriate support strategies.
- Participate in regular student support meetings and contribute to the development of Individualized Education Plans (IEPs) or equivalent support documents. • Maintain open, confidential, and respectful communication with families regarding students’ progress, needs, and accommodations.

6.1.4. Monitoring and Documentation

- Observe, monitor, and document students’ academic, behavioural, and emotional development.
- Use formative assessment tools (e.g., portfolios, reflections, checklists, rubrics) to inform planning and provide targeted feedback.
- Contribute to referral processes when additional support or external evaluation is required, by providing evidence-based observations.

6.1.5. Professional Growth and Training

- Engage in ongoing professional development focused on inclusive education, Universal Design for Learning (UDL), differentiated instruction, neurodiversity, and intercultural sensitivity.
- Reflect on their teaching practices and seek out opportunities to learn from colleagues, case studies, and IB training materials.
- Apply current research and IB best practices in inclusive pedagogy to enhance instructional effectiveness and equity.

6.1.6. Ethical and Legal Responsibilities

- Respect and uphold student confidentiality and dignity in all aspects of support and instruction.
- Apply the “need-to-know” principle when sharing sensitive information within the school community.
- Ensure that accommodations and modifications are implemented as approved in official support documents or IB access arrangements.

6.2 Guidance Unit Responsibilities

The Guidance and Psychological Counselling Unit (GPCU) is responsible for ensuring that all

students with inclusive education needs are identified, supported, and monitored throughout their educational journey. Their responsibilities include:

6.2.1. Identification and Monitoring

- Coordinate observation-based identification processes in collaboration with classroom and subject teachers.
- Conduct interviews, screenings, and standardised assessments when educational, emotional, or behavioural concerns arise.
- Maintain updated and comprehensive student profiles, support documentation, and individual development records.

6.2.2. Support Planning and Implementation

- Lead the development and review of Individualized Support Plans (ISPs) or equivalent documentation.
- Guide the planning of appropriate in-class strategies, accommodations, or referral processes.
- Provide direct counselling services when necessary to support students' emotional well-being and school adjustment.

6.2.3. Referral and External Coordination

- Communicate with families to recommend external professional evaluations when needed.
- Maintain relationships with certified external specialists, therapists, or institutions and follow up on reports and diagnoses.
- Ensure the implementation of externally recommended strategies, with the consent and collaboration of the family and staff.

6.2.4. Collaboration and Capacity Building

- Provide consultation and training to teachers about diverse learning needs and strategies.
- Participate in case conferences with the IBDP Coordinator, school psychologist, and teachers to ensure aligned intervention.
- Actively engage in parent education and guidance on inclusive education and student development.

6.2.5. Confidentiality and Ethics

- Respect the principles of informed consent, data protection, and confidentiality in all aspects of their work.
- Apply the “need-to-know” principle when communicating sensitive student information within the school community, in accordance with IB expectations.
- Ensure that all student data is securely stored and shared only with relevant stakeholders, following ethical and legal standards.

6.3 IBDP Coordinator Responsibilities

The IB Diploma Programme Coordinator plays a critical role in ensuring that inclusive education practices align with IB requirements, particularly regarding assessment and programme implementation.

6.3.1. Access Arrangements for Assessment

- Coordinate the process of identifying students eligible for assessment access arrangements, in collaboration with the Guidance Unit.
- Collect, verify, and submit required documentation (e.g., psychoeducational reports, teacher observations, parental consent) to the IB via the IBIS platform in a timely manner.
- Ensure all access arrangements (e.g., extra time, reader, scribe, separate room) are applied consistently during internal and external assessments.

6.3.2. Communication and Liaison

- Act as the main point of contact between the school and the IB concerning access and inclusion issues.
- Communicate relevant updates, decisions, and guidelines from the IB to school staff in a timely and clear manner.
- Inform teachers of students' approved accommodations and ensure these are integrated into day-to-day teaching and internal assessments.

6.3.3. Policy Integration and Oversight

- Monitor the implementation of inclusive education provisions across all DP subject groups.
- Ensure that school policies (language policy, academic honesty, assessment, and admission) align with IB requirements and are updated annually with inclusion considerations.
- Contribute to professional development by identifying needs and organizing relevant training on inclusive practices for DP staff.

6.4 Administration Responsibilities

School leadership ensures that inclusive education is embedded within the culture, operations, and strategic planning of the institution.

6.4.1. Resource Allocation

- Provide appropriate physical infrastructure (e.g., accessible classrooms, quiet rooms, elevators) to accommodate diverse learning needs.
- Ensure adequate human resources, such as counsellors, special education teachers, and aides, are available and trained to support students.
- Allocate financial resources for external referrals, assistive technologies, inclusive materials,

and professional development activities.

6.4.2. Policy and Strategic Planning

- Embed inclusion into the school's mission, vision, and strategic development plans.
- Ensure regular review and endorsement of the Access and Inclusion Policy and related documents.
- Monitor the effectiveness of inclusion strategies and integrate feedback into school improvement planning.

6.4.3. Professional Culture and Leadership

- Promote a school-wide culture of inclusion that values diversity and encourages empathy and respect.
- Support and encourage teacher participation in inclusive education training, IBworkshops, and professional learning communities.
- Actively model inclusive leadership by engaging with students, staff, and families in support of learner diversity.

7. Access and Support Procedures

7.1. Multi-Entry Identification Process

Access to support at Nesibe Aydin Educational Institutions is initiated through one of three primary pathways:

- **Teacher observation:** Educators noticing learning, behavioural, or emotional differences in students initiate the process by informing the Guidance Unit.
- **Parental concerns:** Parents/guardians may raise concerns based on observations at home or prior assessments.
- **Existing diagnosis:** Students may enrol with a pre-existing diagnosis or support report from a certified institution.

Regardless of the entry point, all cases follow a **structured, confidential, and collaborative process** that includes:

- Documentation of observations and concerns
- Consultations with the Guidance Unit
- Initial interviews and/or in-school assessments
- Engagement with families for further evaluation or external referral
- Determination of necessary accommodations, modifications, or interventions
- Ongoing monitoring and review by relevant stakeholders

7.2. Student and Family Engagement

Nesibe Aydın promotes a **partnership model** in inclusive education, ensuring that students and families are:

- **Informed:** Given clear, transparent explanations of observations, processes, and potential support options.
- **Consulted:** Encouraged to share their insights, expectations, and prior knowledge of the student's needs.
- **Involved in decision-making:** Actively participate in planning support strategies, intervention timelines, and goal setting.
- **Provided with updates:** Receive regular communication regarding the student's progress, any adjustments to the support plan, and follow-up recommendations.

7.3. Documentation and Confidentiality

- All steps taken during identification, referral, and support planning are documented and stored in a secure, access-controlled system.
- Informed parental consent is obtained before any formal referrals or the sharing of sensitive information with external professionals.
- The “need-to-know” principle is applied when sharing student information within the school community, in line with IB standards and data protection laws.

7.4. Review and Adjustment

- Support strategies and accommodations are reviewed periodically, particularly at key transition points or academic milestones.
- If a student's needs change, new assessments may be requested, and the intervention plan is adjusted accordingly.
- The review process involves input from teachers, the Guidance Unit, families, and where appropriate, the student.

8. Differentiation Strategies

8.1. At Nesibe Aydın Educational Institutions, differentiation is a core component of inclusive education and effective teaching. It ensures that all students, regardless of their learning needs, backgrounds, or strengths, are provided with equitable access to the curriculum and opportunities for growth.

Differentiation is implemented across four dimensions:

- **Readiness Levels:** Instruction is adjusted based on students' prior knowledge, skills, and academic preparedness. Pre-assessments and diagnostic tools help identify appropriate entry points.
- **Interests:** Teachers design learning activities that connect with students' passions and curiosities, promoting deeper engagement and motivation.
- **Learning Profiles:** Individual learning styles, processing preferences, language

backgrounds, and cultural perspectives are considered in both planning and delivery.

- **Material Accessibility:** Teaching resources are provided in varied formats (e.g., visual, auditory, kinesthetic) to accommodate different needs and abilities, including the use of assistive technologies.

8.2. Differentiation is guided by the IB's four key principles for supporting diverse learners.

- **Valuing Prior Knowledge:** Teachers actively assess and incorporate students' previous learning experiences, cultural knowledge, and language competencies to build meaningful connections to new content.
- **Scaffolding:** Instruction is layered and supported with strategic steps, such as modeling, guided practice, sentence starters, and visual cues, to ensure that all students can access complex concepts and succeed independently over time.
- **Affirming Identity and Building Self-Esteem:** Lessons and classroom interactions are designed to celebrate diversity and validate each student's unique identity, fostering a sense of belonging and confidence as learners.
- **Extending Learning:** High-achieving and gifted students are provided with opportunities to go beyond grade-level expectations through enrichment activities, inquiry projects, cross-disciplinary challenges, and leadership roles.

8.3. Differentiation is embedded in lesson planning, assessment design, group work, project-based learning, and the development of ATL (Approaches to Teaching and Learning) skills.

8.4. Teachers document differentiation strategies in unit planners and reflect on their effectiveness through collaborative planning sessions and student performance reviews.

9. Inclusive Assessment

9.1. Equal Access to Assessment

All students at Nesibe Aydın Educational Institutions are provided with equitable opportunities to demonstrate their understanding and skills. Assessment practices are designed to reflect individual strengths and needs, ensuring that students are not disadvantaged due to a diagnosed or undiagnosed learning difference or condition.

9.2. Access Arrangements

Access arrangements are approved accommodations that allow students with documented learning support needs to participate in IB assessments on an equal basis. These may include, but are not limited to:

- Extra time
- Use of a reader or scribe
- Rest breaks

- Separate examination rooms
- Use of assistive technologies

These arrangements must:

- Be based on documented evidence from psychological, medical, or educational professionals
- Be consistently implemented in school-based assessments before being requested for official IB exams
- Be 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.

9.3. Assessment Modifications

Assessment tasks may be modified or adapted, when necessary, to ensure they measure the intended learning outcomes without creating barriers. These include:

- Oral assessments for students with writing difficulties
- Alternative formats such as audio responses, visual prompts, or digital submissions
- Use of assistive technology such as screen readers, speech-to-text, or enlarged print
- Exemptions from certain practical components for students with physical impairments, when aligned with IB regulations

9.4. Teacher Practices

Teachers are responsible for:

- Designing varied and flexible formative assessments
- Providing timely, constructive feedback tailored to individual learning goals
- Ensuring alignment between class-based accommodations and IB expectations

9.5. Ethical and Confidentiality Considerations

All assessment decisions and accommodations are handled with confidentiality and respect for student dignity. The principle of fairness and integrity is upheld in all assessment-related processes.

10. Special Educational Needs and Inclusive Education Practices

Special Educational Needs	Inclusive Practices at Nesibe Aydın Educational Institutions

<p>Gifted and Talented Students</p>	<p>Students identified as gifted through teacher observations, standardized screening tools (e.g., Torrance Test), and parent input are referred to weekend enrichment programmes. These include research projects, presentation tasks, and interest-based group activities. Participation is voluntary. Students with talents in arts, sports, or music are also directed to specialized school programmes. Progress is monitored collaboratively by teachers and the Guidance Unit.</p>
<p>Attention Deficit (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)</p>	<p>Students are observed in both structured classroom settings and free environments by teachers and the Guidance Unit. Individual interviews and standard behavioural inventories are conducted.</p> <p>Families are involved throughout the process. If concerns persist, referral to a certified specialist is recommended. Upon diagnosis, individualized support is coordinated between the Guidance Unit, infirmary, teachers, and parents. Access arrangements may be applied where appropriate.</p>

<p>Adjustment Disorders, Emotional and Behavioural Challenges</p>	<p>A personalized intervention programme is developed by the Guidance Unit in collaboration with teachers and families. Strategies include individual counselling, classroom behaviour support, and regular monitoring. Preventive guidance activities focus on: - Developing positive self-perception - Strengthening self-confidence and leadership - Enhancing emotional and social competencies - Reducing anxiety through structured support.</p>
<p>Specific Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia)</p>	<p>A multi-step identification process involves classroom observation, documentation, and cognitive screening. If confirmed, students are referred to external diagnostic centres. Teachers implement classroom-based accommodations (e.g., oral assessments, visual aids, extra time). The Guidance Unit monitors progress and ensures strategies are aligned with IB access requirements when applicable.</p>
<p>Physical Disabilities, Visual or Hearing Impairments</p>	<p>Physical fitness screenings are conducted regularly. Students requiring support are referred to the "Basic Sports Education" programme. For students using hearing aids or with visual impairments, the school ensures: - Accessible classroom layouts - Use of assistive devices - Information sharing (with consent) among teachers, peers, and the administration. Peer awareness sessions may be organized with family approval.</p>

<p>Chronic Health Conditions (<i>e.g., Diabetes, Asthma, Allergies</i>)</p>	<p>The school infirmary manages health plans and emergency protocols. Measures include: - Daily blood sugar monitoring and food adjustments for diabetic students - Collaboration with a dietitian for food allergies; personalized meal trays - Availability of oxygen tanks, inhalers, and medication for asthma - Continuous follow-up for conditions such as cystic fibrosis or heart diseases.</p> <p>Emergency contact procedures and medical records are maintained in coordination with the school administration.</p>
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11. Review and Communication

11.1. Annual Review Process

The Access and Inclusion Policy is reviewed **annually** to ensure it remains:

- Aligned with current IB requirements and practices
- Responsive to the evolving needs of students and staff
- Consistent with the school's mission and strategic priorities

Stakeholder feedback is collected from:

- Students receiving support
- Parents/guardians
- Teachers and subject leaders
- The Guidance Unit and School Counsellors
- The IBDP Coordinator

The review process may include surveys, feedback meetings, or case study analysis.

11.2. Policy Accessibility and Dissemination

- The most recent version of the policy is published on the school portal and made available in both English and Turkish.
- The policy is also introduced during teacher induction, parent orientation, and student

guidance sessions.

- Any major revisions are communicated formally to the school community.

12. Relationship to Other IB Policies and Learner Profile Integration

The Inclusion Policy at Nesibe Aydın Educational Institutions is developed in alignment with the IB's holistic view of education and is closely interconnected with the school's other core IB policy documents. Together, these policies ensure coherence, consistency, and integrity in supporting all students, particularly those with diverse learning needs. The connections are as follows:

12.1. Language Policy

- Recognizes that language is both a tool for learning and a key component of identity.
- Supports multilingual learners, including those with limited proficiency in the language of instruction.
- Access arrangements such as extended time or bilingual dictionaries may apply based on language profiles.
- Promotes equitable access for students learning in a language other than their mother tongue.

12.2. Assessment Policy

- Ensures that assessment practices are fair, inclusive, and accessible to all learners.
- Reflects differentiation strategies and inclusive assessment tools (e.g., oral presentations, visual tasks).
- Access arrangements outlined in this policy (e.g., extra time, assistive technology) are coordinated with assessment planning and implementation.
- Aligns with the IB's emphasis on assessment for learning and ethical assessment conduct.

12.3. Academic Honesty Policy

- Supports students with learning differences by providing alternative strategies to promote authentic work (e.g., structured citation tools, organizational scaffolds).
- Ensures students with access needs are not unfairly penalized due to difficulties with memory, literacy, or executive functioning.
- Maintains the principle that access support does not compromise the academic standards or authenticity of student work.

12.4. Admission Policy

- The Access and Inclusion Policy is aligned with the school’s **Admission Policy**, ensuring that all prospective students—including those with learning differences, disabilities, or exceptional talents—are evaluated based on equitable, non- discriminatory criteria. Nesibe Aydın Educational Institutions commit to offering reasonable accommodations during the admission process and, where possible, to providing the necessary support services for students with inclusive educational needs.
- The school does not exclude applicants on the basis of diagnosed or suspected learning difficulties. Instead, the admission team works closely with the Guidance Unit and IBDP Coordinator to ensure that appropriate provisions are in place to support successful participation in the IB Diploma Programme.

12.5. IB Learner Profile Integration

- Embeds the attributes of the IB Learner Profile by affirming that all students, regardless of need, are capable of being inquirers, knowledgeable, principled, and caring learners.
- Reinforces the development of international-mindedness by valuing student diversity, identity, and cultural background as essential components of global education.

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