



HÜSEYİN AVNİ SÖZEN ANATOLIAN HIGH SCHOOL

INCLUSION POLICY

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IB DIPLOMA PROGRAM

INCLUSION POLICY

Introduction

This document has been prepared to define the principles and practices that respect the individual differences of all students and create an inclusive learning environment within the scope of the International Baccalaureate (IB) Diploma Program conducted at Hüseyin Avni Sözen Anatolian High School. The policy covers not only students requiring special education support but also all students with different learning styles, social-emotional characteristics, linguistic competencies and physical needs. Based on the IB principle that “every student can learn”, all students are provided with full access to the curriculum, teaching and assessment processes. This document serves as a guide for all relevant stakeholders.

1. Purpose and Scope

Our Principle and Commitment to Inclusion in Access to IBDP

At HASAL, all students, including students with special education needs, are encouraged to apply to the IB Diploma Program as individuals with equal opportunities. Our school accepts individual differences as an asset and with this understanding, it is committed to providing the necessary physical, academic and emotional arrangements to ensure full access to the program for all students.

When a student's special learning needs are noticed during the admission process, this situation is evaluated by the guidance service and the necessary support plans are initiated together with the IB Coordinator. The supports that can be implemented in the school are determined; if further support is required, the student is directed to the Guidance and Research Center affiliated with the Ministry of National Education. The student, parent, teacher and guidance unit work in cooperation at every stage of the process.

All members of the HASAL community are committed to acting in accordance with the "Candidates with Special Assessment Needs" and "Diploma Programme Assessment Procedures" guides and to guarantee full access to the IBDP curriculum and assessment processes for all students.

This policy defines the inclusive education approach and practices of Hüseyin Avni Sözen Anatolian High School within the scope of the International Baccalaureate (IB) Diploma Program. This document aims to ensure the full and effective participation of all students with individual differences in the learning process. The basic principle is to provide equal and fair learning opportunities to students with different learning styles, linguistic, physical, social and emotional needs.

The policy has been prepared based on the IB's document titled "Learning diversity and inclusion in IB programmes" and the relevant legal regulations of the Ministry of National Education. Approaches to inclusive education are carried out in cooperation with all stakeholders of the school and are reviewed and updated at the end of each academic year.

2. Inclusive Education Vision

HASAL sees inclusion not only as a practice but also as an integral part of the institutional culture. The school aims to create an environment where all individuals are valued, differences are accepted as richness and learning is made accessible to all individuals.

Learning environments are organized in a flexible, sensitive and needs-oriented manner to support the social, academic and personal development of all students. The school creates an environment of continuous communication and cooperation between teachers, administrators, students and parents to ensure that individual potentials are recognized and developed. The vision of inclusion includes not only students who need support; It is implemented with a holistic approach that also takes into account each individual's learning style, past experiences and cultural background.

3. Legal Regulations and Compliance

HASAL fully complies with all legal regulations of the Ministry of National Education regarding special education and guidance services. In this context; all processes carried out in the school are shaped in line with the "Special Education Services Regulation",

"Guidance and Psychological Counseling Services Directive" and other relevant legislation.

In order to ensure compliance between IB standards and national legislation, the school evaluates both the IB's access and inclusion guidelines, 'Candidates with Special Assessment Needs' and 'Diploma Programme Assessment Procedures' documents and the official decisions of the Ministry of National Education. Decisions taken in line with RAM (Guidance and Research Center) reports and expert opinions are reported to the IB and the supports (access arrangements) that need to be implemented according to international standards are carried out under the leadership of the IB Coordinator. Full compliance with the legal framework guarantees the sustainability of inclusion.

4. Diagnosis and Intervention Process

The inclusive education approach at HASAL begins with the early identification of students' learning differences and the creation of support plans appropriate to these differences. The diagnosis process consists of the following stages:

Teacher Observations: Classroom teachers regularly observe the difficulties students experience in academic, social or emotional areas. Observations are based on criteria such as course performance, homework submission, in-class participation, and communication skills.

Guidance Service Evaluation: The student whose difference is noticed as a result of the observation is referred to the school guidance service. The guidance service conducts one-on-one interviews with the student and, if necessary, obtains more detailed information about the student's situation through surveys, tests and family interviews.

Parent Information and Participation: The student's family is informed about the process and included in the evaluation process. Parent interviews are considered important for the holistic implementation of the process.

RAM Referral: If deemed necessary, the student is referred to the Guidance and Research Center (RAM) affiliated with the Ministry of National Education. The student's special education needs are formalized in line with RAM reports.

Individualized Education Plan (IEP): An Individualized Education Plan is prepared for the student based on the RAM report and in-school observations. This plan includes the student's academic and social goals, strategies to be implemented, materials to be used, and measurement-evaluation methods.

Implementation and Monitoring: The prepared IEP is implemented jointly by all teachers and support units. The student's development is monitored periodically, and the plan is revised when necessary.

Support Practices: Various support practices such as student-specific study hours, one-on-one study sessions, exam adaptations (extra time, oral presentation, etc.), and social skill development activities are put into effect.

In this process, all stakeholders of the school - teachers, guidance service, parents, and administration - work in cooperation to aim for the student to reach his/her full potential.

5. Different Types of Educational Needs

In our school, each student's individual learning journey is different. These differences are supported by providing flexibility in the learning environment and teaching methods. HASAL identifies various learning needs of students and develops special applications for these needs:

Students with Learning Disabilities: Appropriate materials, time adaptations and one-on-one support are provided to students diagnosed with specific learning disabilities such as dyslexia, dyscalculia and dysgraphia.

Attention Deficit and Hyperactivity Disorder (ADHD): Support is provided through methods such as reducing distractions in the classroom, short-term tasks, supporting with visual materials and providing frequent feedback.

Physical Disabilities: Physical access opportunities are developed for students with visual, hearing or physical disabilities, alternative teaching and assessment tools are used. Supports such as sign language interpreters or audio books can be provided.

Emotional and Behavioral Difficulties: Individual counseling, crisis intervention and, when necessary, professional referral support are provided through the guidance service for students experiencing psychological difficulties such as anxiety and depression.

Students with Linguistic Support Needs: Applications such as preparatory class programs, intensive language education and level grouping are carried out for students studying in a language other than their native language. For students with speech difficulties (e.g. stuttering, voice disorders), one-on-one support, alternative verbal expression methods, safe presentation environments and flexible practices such as written expression preference are provided to support the student's communication skills.

Gifted Students: Students who show potential in academic areas are offered opportunities such as differentiated assignments, research projects, referral to competitions and olympiads, and mentoring in cooperation with universities.

While evaluating each student's needs, the student, parent, teacher and guidance service work together to create and implement individual support plans.

6. IB Access Arrangements

Within the scope of the IB Diploma Programme, access arrangements granted by the IB are implemented in order to ensure that students with special learning needs are assessed fairly. These arrangements aim to prevent students from being negatively

affected during assessment due to their disadvantaged situation. The following practices are planned and implemented according to individual needs:

Additional Time: In written exams, 25%, 50% or 100% additional time can be granted according to the student's needs.

Reader/Scribe Use: Students with visual impairments or writing difficulties can be provided with reader or writer support during the exam.

Computer Use: Students with motor skill limitations or writing disorders can complete their exams on the computer.

Separate Exam Environment: A separate exam environment can be provided to facilitate the student's attention in cases such as attention deficit or anxiety.

Oral administration of written exams: Oral presentation method can be considered for students with specific learning difficulties.

Visual/digital material support: Appropriate graphics, diagrams or presentation materials can be provided for students with visual learning.

Text-to-voice system usage: For students with speech difficulties, software that allows written statements to be read out loud during internal assessment processes can be used. This application aims to reduce communication barriers and support expression skills in studies where students need to express themselves verbally.

In order for these arrangements to be implemented, official documents such as a RAM (Guidance and Research Center) report and/or a specialist doctor's board report are required regarding the student's situation. Access arrangements are evaluated by the IB Coordinator and reported to the IB, and the official approval process is carried out. These applications must be made through the IB Information System (IBIS) and

completed at least 6 months before the exam date. This period is mandatory for the IB to evaluate the access arrangements and provide the necessary approval.

7. School Structure and Processes

Access and inclusion applications are carried out in an integrated manner with the institutional structure of the school at HASAL. The support needs of the students are evaluated and implemented in cooperation with the teachers, the IB coordinator, the guidance service and, if necessary, the school administration.

Diagnosis and Monitoring: Students' learning differences are observed by teachers and evaluated in collaboration with the guidance service. In line with these observations, the guidance unit conducts interviews to determine the student's individual needs.

Preparation of Support Plans: When necessary, individualized education plans (IEP/BEP) are prepared. These plans include the type of support the student needs, teaching strategies, assessment methods and social-emotional goals.

Psychological and Social Support: The guidance service provides psychological and social support to students through individual or group interviews. In particular, issues such as test anxiety, attention deficit and adaptation problems are targeted.

Teacher Participation: Teachers are responsible for developing and implementing teaching strategies appropriate for the student. Differentiated teaching, one-on-one interaction and alternative assessment methods are used.

Assessment Adaptations: Exam arrangements (extra time, reader, scribe, separate exam room, etc.) can be implemented according to the student's special needs documented by official documents. These arrangements are coordinated by the IB Coordinator and notified to the IB via IBIS and approval is obtained.

All these processes are carried out by observing student privacy and ethical principles. The aim is to ensure active participation of the student in the learning process and to support them in achieving their academic potential.

8. School Community: Rights and Responsibilities

HASAL believes that inclusive education can be implemented not only through individual efforts but also through the shared responsibility of the entire school community. In this context, the role of all stakeholders is defined as follows:

Students: They are aware of their own right to learn, they have the responsibility to request support when they need it and to use this support effectively. They are responsible for knowing how to benefit from the opportunities provided within the scope of the policy.

Teachers: They implement inclusive teaching methods by considering the individual differences of each student. They are responsible for making the classroom environment accessible and supportive for all students. They are also responsible for communicating the needs of the students to the guidance unit, submitting observation reports and contributing to the implementation of individualized plans.

Parents and Families: They take an active role in the learning process of their children. They contribute to the school's support process through observation, feedback and collaboration. They contribute to the preparation of individualized support plans by participating in guidance meetings.

School Management: They provide the necessary physical, financial and human resource support to ensure the continuity of inclusive education practices. Supports the professional development of the teaching staff, ensures the strengthening of guidance services and ensures the continuity of policy implementations.

Guidance Service: Coordinates the student assessment process, provides social-emotional support to students through individual and group work. Takes an active role in the diagnosis, monitoring and guidance stages.

Within these responsibilities, the entire school community works collaboratively to create an inclusive learning environment where students' academic and personal development is supported.

9. Review

This policy was last reviewed in September 2024. It is systematically reviewed at the end of each academic year with the participation of the following components:

Relevant Participants: IB Coordinator, school deputy principal, guidance service representative, teacher representative, parent representative and student council representative.

Review Methods:

- Teacher and student surveys to assess the implementation status of the policy
- Development follow-up reports for students covered by the policy
- Checking the compliance of access decisions and practices taken within the scope of the policy with IB guidelines
- Observation, meeting minutes and parent feedback

Revision Process: Necessary changes are made in line with the identified needs. The updated policy text is shared with teachers, published on the school website and presented in an information package for new IB students.

10. References

- IB(2023). Access and Inclusion Policy
- IB. (2018). Learning diversity and inclusion in IB programmes
- MEB. Guidance and Psychological Counseling Services Directive
- MEB. Special Education Services Directive

