



ÖZEL ALEV OKULLARI

ALEV Inclusion Policy

“Education for All”

As mentioned in the mission statement, ALEV schools seek to develop the individual potential and competences of all their students, with a focus on lifelong learning. Many children and young people will have inclusive access arrangement needs during their education while becoming active, compassionate, and lifelong learners. They may have learning difficulties or disabilities that make learning more challenging for them than for other children and young people of the same age. ALEV students with inclusive access arrangements spend most or all of their time with non-disabled students in inclusive and differentiated classes.

Purpose of the Policy:

The purpose of this policy is to establish standards and best practices regarding access and inclusion in the learning, teaching, and assessment processes within the Diploma Programme at Private Alev Schools. The policy also includes the necessary arrangements to ensure students' full participation in the programme and the access arrangements our school may request for IB examination sessions.

Our school adopts a holistic approach to access and inclusion. In line with this approach, both the school administration and teaching staff are responsible for creating learning environments that meet students' individual needs and reduce or eliminate barriers to learning.

The policy also explains how students are supported in their daily teaching, learning, and assessment processes and what kind of support mechanisms are activated when they encounter problems or difficulties.

This policy does not cover unforeseen adverse circumstances that may arise at any time during the Diploma Programme or prior to IB examinations. The procedures to be followed for such situations are detailed in the IBO Adverse Circumstances Policy (August 2021, last updated June 2024). Adverse circumstances include health issues such as injury or anxiety, extraordinary family difficulties experienced in the three months prior to the examinations, and natural disasters affecting the entire school community.

Principles and Terms

These arrangements are intended to address the adverse effects of a student's long-term challenges, enabling them to meet all assessment requirements for the IB Diploma.

If a student is found to have a long-term challenge during their Diploma Programme studies, the school will provide them with inclusive access arrangements and ensure that these are followed during their everyday studies and practice (mock) examinations. The access arrangements applied in learning and teaching within the programme should align with those deemed acceptable in the IB assessment context.



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The following **terms** are used in the policy with reference to access and inclusion:

Inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (*Learning diversity 2*).

Barriers are “all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment” (*Access and inclusion 6*).

Access refers to providing equal educational opportunities in learning, teaching and assessment and other aspects of school life for all students with respect to the students' individual characteristics and needs (*Access and inclusion 4*).

Access arrangements are changes or alterations to learning, teaching and assessment in order to reduce or remove barriers to learning and support the student in meeting the learning expectations which are not lowered (*Access and inclusion 4*).

Formative assessment in IB is a continuous process that supports student learning by providing constructive feedback. It should be inclusive, fair, and designed to meet diverse learner needs. By using varied and unbiased assessment formats, teachers can identify students' strengths, challenges, and adjust support accordingly. This helps remove learning barriers and guide progress over time (*Access and inclusion 4*).

1. Application to IB Assessments

In IB programmes, standard assessment conditions may disadvantage some students by limiting their ability to show what they know. To address this, access arrangements can be applied to reduce barriers and should reflect the student's learning experience. These arrangements must be consistent across both teaching and assessment contexts. The policy outlines which access arrangements require IB authorization and which can be implemented by schools, with clear eligibility criteria provided. Importantly, access arrangements should not be limited to final exams—they must be available throughout the learning process, including classroom activities and formative assessments.

1.1. Candidates Eligible for Inclusive Access Arrangements

As specified in the *Diploma Programme Assessment Procedures* candidates with the following special educational needs are eligible for inclusive access arrangements:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- long-term medical and/or mental health challenges (with onset or occurrence more than three months before the intended examination session)
- additional language learners (Diploma Programme 131).



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However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support, and where the need can be justified based on the eligibility criteria articulated in the Access and Inclusion Policy.

Coordinators should refer to the Access and Inclusion Policy for information about the IB's policy on students who require access arrangements. Information about a student's personal circumstances, disability, health condition, or any type of learning support need is not disclosed to the exam supervisor.

2. Barriers to Learning, Teaching and Assessment

The following are examples of primary and secondary barriers along with their related sub-categories. However, this list is not comprehensive, and IB World Schools may identify additional barriers when requesting access arrangements from the IB.

additional language	first or best language is not the language of instructions
cultural differences	social communication, unfamiliar environmental context
hearing	mild, moderate or severe hearing loss
intellectual exceptionalities	cognitive delays, gifted and talented
movement and coordination	fine motor skills, neurological such as cerebral palsy, oral or verbal, physical or spatial
medical	asthma, cancer, IBS, diabetes, epilepsy, muscular dystrophy, rheumatism
mental health	anxiety, depression, eating disorders, OSD, post-traumatic stress
numeracy	mathematical anxiety, numerical operations/mathematical fluency
processing	attention and executive processing, auditory processing, information processing, language processing, long-term retrieval, scotopic sensitivity, short-term memory, visual-motor, visual-spatial, working memory
reading	reading comprehension, reading fluency
seeing	blindness, colour blindness, low or partial vision, nystagmus
social-emotional	emotional disturbances e.g. depressive or stress, gender identity related, neurodevelopmental e.g. autism or Asperger, sexuality related, withdrawal/isolation
speech and language	expressive language, receptive language, stammer/stutter
writing	handwriting / typing speed, spelling (dyslexia), written expression/fluency

2.1. Removing and Reducing Barriers

At Private Alev High School, the school is committed to supporting each student's learning and development through inclusive and equitable access to education. Student needs are identified through classroom observations, input from teachers, families, and students, as well as professional reports.



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At times, a student may need access arrangements for certain subjects but not others, and the school must tailor support accordingly. As students progress, their needs may evolve due to changes in their condition or challenges, making it essential to regularly review and adjust the inclusive access arrangements. At the school, these provisions are formally assessed each semester to ensure they remain effective and appropriate.

Inclusive access arrangements provided to students at Private Alev High School must:

- Be strictly individualized and not generalized across students
- Be informed by ongoing teacher observations in the classroom
- Be personalized, regularly monitored, and evaluated to maintain effective support
- Reflect current needs rather than past conditions
- Remain in place throughout the learning journey, including all formative assessments
- Be guided by the principle of optimal support, with careful planning tailored to the student's specific needs
- Be implemented promptly once the need for additional support is recognized
- Align with the eligibility criteria outlined in the IB Access and Inclusion Policy

2.2. Access to IB Assessment:

- All access arrangements for IB assessments must comply with the IB Access and Inclusion Policy (IBO, 2022).
- If a school plans an arrangement that does not align with IB policy—for example, one requested by parents/legal guardians—it must consult the IB first.
- The IB will only approve exceptional arrangements in rare cases, especially if:
 - They do not reflect the student's usual learning experience, or
 - They were introduced only in the final six months before exams.
- Exceptions are a last resort and must be applied only in truly extraordinary circumstances.
- All students, including those with learning challenges, are required to study two languages—no exceptions.
- Access arrangements must not provide an unfair advantage in any assessment.
- Schools must not communicate directly with examiners about a student's learning support needs.
- All IB examinations must be invigilated according to official Diploma Programme regulations.

3. Authorization of Access Arrangements for IB Assessments

3.1. Procedure:

The IB coordinator is responsible for submitting applications for inclusive access arrangements on behalf of the student. While a teacher may help complete the form, final submission must be made by the coordinator. All requests must be supported by the head of the IB World School. Any



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communication from the IB regarding access arrangements will typically be directed to the coordinator. Requests for access arrangements must meet the following criteria:

- Be based on the student's usual learning and teaching practices in the classroom
- Align with the eligibility criteria outlined in the IB policy
- Include relevant supporting documentation as evidence
- Be submitted by the official deadline stated in the assessment procedures for the specific IB programme

3.2. Supporting Documentation

Two types of supporting documents are required when requesting IB authorization for access arrangements:

- Official report, which may include:
 - A psychological or medical evaluation
 - Results from a language proficiency test for students learning an additional language
- Educational evidence provided by the school

Access arrangements must be based on the student's current needs, and all documentation must clearly demonstrate why the support is necessary for the upcoming assessment.

Psychological or medical reports must be conducted within three years of the relevant IB examination. For students with permanent sensory or physical conditions, the IB may allow flexibility regarding the report date.

Language proficiency tests for additional language learners must be administered no more than one year before the IB assessment, and the report must reflect this timeline.

3.2.1. Supporting Documentation for IB Access Arrangements

a. Psychological/Medical Reports

- Must be completed within three years of the relevant IB examination and clearly dated.
- For students with permanent sensory or physical conditions, the IB may allow flexibility regarding the report date.
- Reports must be written by qualified medical, educational, or psychological professionals holding appropriate credentials or licenses.
- Family members of the students are not permitted to author the report.
- Schools may use online standardized psychological assessments, provided they are administered by qualified staff.
- Reports from external professionals must be clear, presented on official letterheads, and include the evaluator's name, title, and professional qualifications. If the report is not in English, a translated version must be provided.

b. Language Test Reports

- Language tests for additional language learners must be conducted no earlier than one year before the IB assessment and must be dated.
- Reports must specify the standardized test used and include results showing the student's language proficiency and performance benchmarks.



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c. Educational Evidence

- May include a letter or observation report from the coordinator or subject teachers, detailing classroom challenges and the accommodations provided.
- Can consist of a comprehensive educational plan tailored to the student's needs.
- May also include samples of work completed under timed conditions without the requested access arrangements (e.g., without extra time or assistive technology like a word processor with spellcheck).

3.2.2. Legally Recognized Documents for IB Access Arrangements in Türkiye

In Türkiye, the following documents are considered legally valid when requesting inclusive access arrangements for IB assessments:

- **Medical reports or certificates** issued by a specialist identifying a long-term condition. These must clearly state the diagnosis and the recommended access arrangements for the student.
- **Psychological and pedagogical reports** prepared by a Guidance and Research Centre (RAM), outlining the diagnosed challenge, recommended support strategies, and classroom accommodations.
- **Individualized education plans (IEPs)** developed by the school's guidance counsellor in collaboration with teaching staff, based on the above documentation.

The decision regarding the authorization of access arrangements is communicated to the **Diploma Programme (DP) coordinator**. If the school wishes the IB to reconsider its decision, a **request for re-evaluation** must be submitted **within one month** of receiving the original decision. This request must be supported by **valid evidence** justifying the need to modify or add access arrangements. The IB requires a **minimum of four weeks** to process such requests.

3.3. Anticipated and Retake Students

All approved inclusive access arrangements for anticipated and retake students excluding those granted for additional language learners—remain valid for future examination sessions. Generally, changes to these arrangements are not authorized unless exceptional circumstances arise. If a student's registration is deleted after access arrangements have been approved, the school must reapply, as the original authorization becomes invalid. Additionally, for anticipated students, access arrangements must be aligned with the teaching, learning, and IB components the student is registered for during the anticipated session. Failure to consider these factors may result in the denial of authorization.

3.4. Consent and Information Requirements for Inclusive Access Arrangements

Before submitting any documentation to the IB, the school must obtain consent from the student—if they have reached the legal age of consent in their country—or from the student's parents or legal guardians. Additionally, the school is required to inform all individuals who provide this consent that, in the event the student transfers to another school for their examinations, the inclusive access arrangements application and all related documents (including any authorizations) will be accessible to the IB coordinator at the new school.



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Furthermore, students and their parents or legal guardians must be made aware that if they wish to withdraw the request for inclusive access arrangements prior to the transfer, they must notify the school at the time of the transfer. In such cases, both the current and receiving school coordinators are responsible for informing the IB in writing.

3.5. Rescheduling Examinations for Students with Approved Additional Time

If a student has been granted additional time for examinations, the school must reschedule their exams if the total duration of examinations in a single day exceeds 6 hours and 30 minutes. It is the school's responsibility to identify when rescheduling is necessary and to initiate the request on behalf of the student. To do so, the school must follow the rescheduling procedures outlined in the Assessment Procedures for the relevant IB programme.

3.6. Requesting a Re-evaluation and Appeals Process

If a school wishes the IB to reconsider its decision regarding a student's access arrangements, a formal re-evaluation request must be submitted within one month of receiving the IB's decision. The review process takes a minimum of four weeks. Justifications for the request must be clearly presented through updated documentation or a detailed statement from the school. The IB will not process re-evaluation requests—regardless of timing—that lack evidence supporting changes or additions to the student's access arrangements. General statements claiming that new arrangements would benefit the student are not considered sufficient. Instead, the school must provide specific evidence explaining why the current arrangements are inadequate and how the proposed changes have positively impacted the student's learning, teaching, or assessment. Letters or statements from parents or legal guardians are not accepted as supporting documentation. For detailed guidance on submitting a re-evaluation request, schools should refer to the Assessment Procedures for the relevant IB programme. If concerns remain following the re-evaluation, schools may proceed with the appeals process, which must follow the steps outlined in the Diploma Programme Assessment Appeals Procedure.

3.7. School Responsibilities for Access Arrangements and Support Provision

- The school is responsible for approving and appointing individuals who will provide support for access arrangements (e.g., a reader or prompter).
- Support personnel must not be another student, a relative of the student, the subject teacher, or anyone from an advisory service where a conflict of interest may exist or be perceived.
- The IB does not cover any fees or expenses for individuals providing support.
- The school must arrange and fund all assistive technology required for access to learning, teaching, and IB examinations. The IB does not pay for the hiring or purchase of any equipment or software.
- The school must ensure that all authorized equipment (such as Braille machines or computer software) is functioning properly and that a staff member is familiar with its use is available.
- The school must ensure that the student is familiar with any assistive equipment or software provided as part of the inclusive access arrangement.
- If human support is required (such as a reader), the student must practice with the assigned individual before the examination.



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3.8. Additional Language Learners

As outlined in the IB Access and Inclusion Policy, additional language learners are defined as students whose current academic programme and assessments are conducted in a language that is not their first or strongest language, and whose proficiency in that language falls below the level considered linguistically competent (IBO, 2022).

Eligibility for inclusive access arrangements is based on standardized language test scores. The test must be administered no more than one year prior to the examination session for which the request is being made. It should assess the student's abilities in speaking, listening, reading, and writing in the language of response. To qualify, the results must indicate that the student's proficiency is below the competent threshold—typically CEFR level B2.1 or lower—while levels B2.2 and above are considered linguistically competent.

4. List of inclusive Access Arrangements

4.1. Flexibility in Duration

– Additional Time

- Additional time may be granted for learning, teaching, and IB assessments to students with physical, sensory, psychological, or medical challenges that require extended time.
- Authorized time extensions may be 10%, 25%, or 50%, depending on the student's needs and eligibility as outlined in the *IB Access and Inclusion Policy*.
- For students whose challenges prevent the use of standardized scores, a default of 25% additional time is typically applied.
- If a student's condition is well-documented and 25% additional time has proven insufficient over time, a request for 50% additional time must be supported by educational evidence and consistent teacher observations.
- If the requested amount of additional time does not meet IB's eligibility criteria, the school must provide documentation showing how the student was supported under IB guidelines and explain why that support was not sufficient, including detailed teacher observations.

– Additional Time for Oral Examinations (25%)

- Applies to oral exams, including core subjects. The time may be split between preparation and delivery phases.

– Additional Time for Mathematics (25%)

- Applies only to mathematics and subjects requiring mathematical calculations. This is intended for students with specific difficulties in mathematical operations and is not applicable to students needing extra time across all subjects.

– Additional Time for Listening Comprehension (25%)

- Available for students with mild to moderate hearing conditions or auditory processing disorders, provided no other additional time is requested.

– Deferral of Examinations

- Students with physical, sensory, psychological, medical, or other significant challenges may defer one or more subjects to a future examination session.
- Deferrals may be granted if the student's learning has been significantly disrupted or if postponing assessments allows better access to the programme.



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- Formal deferral requests can only be submitted after the student has been registered for the examination session.
- In exceptional cases, the school may request an extension of the programme duration, allowing the student to complete assessments in different sessions. These requests are reviewed individually and must be supported by evidence.

4.2. Flexibility in Presentation of Material and Resources

The following access arrangements may be applied to support students in receiving and engaging with content during learning, teaching, and IB assessments:

- **Modified Paper-Based Examinations**
Available for students with physical, sensory, psychological, medical, or other challenges where this format is their usual method of working.
- **Text Versions of Audio Content** (*excluding listening comprehension*)
May be provided to students who require this format due to physical, sensory, psychological, or medical difficulties, and where it reflects their regular learning approach.
- **Image Descriptions or Adapted Questions**
Designed for students with total or severe visual impairments, allowing them to access visual content through alternative formats.
- **Adaptations for Colour Blindness**
Questions may be modified to accommodate students with colour vision deficiencies, ensuring clarity and accessibility.
- **Reader Support**
Applicable for students who are unable to read or have difficulty reading due to medical, physical, or sensory conditions. This support is also permitted during listening comprehension exams.
- **Reading Software**
May be used by students who cannot read or experience reading difficulties due to medical, physical, or sensory conditions, aligning with their usual method of working.
- **Reading pen**
It may be applied for learning and teaching and IB assessments for students with a medical, physical, or sensory condition due to which a student either cannot read or has difficulty in reading.
- **Script reader (for lip reading) for listening comprehension examination in DP**
It may be applied for learning and teaching and IB assessments for students with a mild or moderate hearing condition that requires the student to lip read).

4.3. Flexibility in Response – Access Arrangements

The following access arrangements may be applied to support students in expressing their responses during learning, teaching, and IB assessments:

- **Word Processor**
For students with physical, medical, or sensory conditions that require typed responses instead of handwritten ones.



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- **Scribe**
For students whose handwriting is largely illegible to unfamiliar readers, or for those with medical, physical, or sensory conditions that prevent them from writing.
- **Speech Recognition Software**
Suitable for students with illegible handwriting or physical, medical, or sensory conditions that make writing difficult. Allows students to dictate their responses.
- **Graphic Organizer**
May be used by students with medical, physical, or sensory conditions to help structure their ideas and responses.
- **Four-Function Calculator**
Authorized for students with low mathematical fluency, typically indicated by a standardized score of 90 or below. Not applicable to students needing extra time across all subjects.
- **Text-to-Speech Technology**
For students with speech challenges who require assistive technology to complete oral components of the course.
- **Transcriptions**
For students who face difficulties in using scantron (bubble sheet) answer formats due to medical, physical, or sensory conditions.
- **Talking Calculator**
For students who cannot access standard calculators due to medical, physical, or sensory challenges. Provides auditory feedback for calculations.

4.4. Use of Human Assistance

The following access arrangements may be used with regard to human assistance with IB authorization:

- **Reader** (described in 4.2 *Flexibility in presentation*).
- **Script reader** (described in 4.2 *Flexibility in presentation*).
- **Scribe** (described in 4.3 *Flexibility in response*).

4.5. Flexibility in Equipment, Setting, or Location

The following access arrangement may be applied to support students during IB assessments:

Alternative Venue (Outside of School): May be permitted for students with physical, sensory, psychological, medical, or other challenges that require examinations to be conducted in a location other than the school.

4.6. Reasonable Adjustments

Reasonable adjustments refer to any flexibility in learning, teaching, or assessment that is not part of the standard list of inclusive access arrangements. These adjustments are personalized to meet the specific needs, working methods, strengths, and challenges of each student. Before implementing such an adjustment, the school must consult with the IB. The IB will then collaborate with the school to approve the most appropriate, supportive, fair, and effective solution tailored to the student's circumstances.



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5. Arrangements not Requiring Authorization

5.1. Flexibility in Duration (Coordinator-Approved Arrangements)

Certain access arrangements may be permitted during examinations at the discretion of the IB coordinator or head of school, without requiring prior authorization from the IB:

- **Extensions for Homework and Assignments**

May be granted for learning and teaching purposes only. These extensions do not apply to official IB assessments.

- **Rest Breaks**

- Can be allowed during both learning activities and IB assessments for students with physical, sensory, psychological, medical, or other challenges that justify the need for breaks.
- In cases where a student's health condition requires it, scheduled breaks during examinations may be arranged in advance (a suggested guideline is 10 minutes per hour).
- All rest breaks must be supervised to maintain the integrity of the examination. There must be no communication with other students or any disruption during the break.
- For students with diabetes, rest breaks may be used to monitor blood sugar levels or to consume food or drink as needed.

5.2. Flexibility in Presentation of Material and Resources

The following access arrangements may be permitted to support students in accessing content during learning, teaching, and IB assessments:

- **Vision Aids and Devices**

Allowed for students with physical, sensory, psychological, medical, or other challenges, where such aids are part of their usual method of working.

- **Hearing Aids and Devices (Non-Bluetooth)**

Permitted for students with physical, sensory, psychological, medical, or other challenges, provided these devices are typically used by the student and do not include Bluetooth functionality.

- **Memory Aids, Organizers, Written Instructions, and Visual Supports**

May be used during learning and teaching only. These tools are not authorized for use in IB assessments.

- **Sign Language Interpreter**

Permitted for students with physical, sensory, psychological, medical, or other challenges, where sign language is their standard mode of communication.

- **Designated Person for Colour Identification (for Colour Blindness)**

May be allowed for students with colour vision deficiencies, provided this support reflects their usual way of working.

- **Audio Recordings of Texts and Lessons**

Can be used during teaching and learning to support students with access needs. These recordings are not permitted during IB assessments.



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5.3. Flexibility in Response

- **Verbatim Transcript of Oral Examination Responses (Speech)**
May be allowed for students with physical, psychological, medical, or sensory conditions that require this support during learning, teaching, and IB assessments. Although prior authorization from the IB is not required, the school must notify the IB when this arrangement is used.
- **Audio Recording of Student Responses**
Permitted only for learning and teaching purposes. This arrangement is not applicable during official IB assessments.

5.4. Use of Human Assistance

The following types of human support may be permitted during learning, teaching, and IB assessments, depending on the student's specific needs:

- **Care Assistant**
Allowed for students with sensory or medical challenges who require personal care support.
- **Practical Assistant**
Permitted for students with physical, sensory, psychological, or medical challenges who need help with practical tasks during learning or assessments.
- **Prompter**
May be provided to students who need verbal cues or reminders due to physical, sensory, psychological, or medical difficulties.
- **Communicator for Clarifying Instructions**
Available for students with sensory or medical challenges who require assistance in understanding directions or instructions.
- **Designated Person for Colour Identification**
Permitted for students with colour blindness who need help identifying colours during learning and assessments.
- **Designated Reader or Oral Language Modifications**
Allowed only during learning and teaching—not applicable for IB assessments—for students who benefit from hearing content read aloud or simplified orally.
- **Sign Language Interpreter**
Permitted only for learning and teaching purposes—not applicable during IB assessments—for students who communicate using sign language.

5.5. Flexibility in Equipment, Setting, or Location

The following arrangements may be provided to support students during class tests and IB examinations:



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- **Separate Room Within the School**
May be arranged for students with physical, sensory, psychological, or medical challenges who require a quieter or more controlled environment.
- **Specific Seating Location**
Permitted for students who need a particular seating arrangement due to physical, sensory, psychological, or medical needs.
- **Special Lighting**
May be provided for students who require adapted lighting conditions to support their learning or assessment experience.
- **Noise-Cancelling Headphones**
Allowed for students who need to reduce auditory distractions due to physical, sensory, psychological, or medical challenges.
- **Adapted Desk or Chair**
Permitted for students who require specialized furniture to accommodate physical, sensory, psychological, or medical needs.
- **Medical Aids and Equipment**
May be permitted during learning, teaching, and IB assessments for students with physical, sensory, psychological, medical, or other challenges that require such support.
- **Small-Group Setting**
Allowed only for learning and teaching purposes. This arrangement is not applicable during official IB assessments.

The specific eligibility criteria for access arrangements are outlined in the IB Access and Inclusion Policy (IBO, 2022).

6. Local, National, and International Legal Obligations on Inclusion

The school ensures that all documentation and procedures related to inclusion and the support of students with special educational needs—both throughout their educational journey and during the organization of external examinations—are prepared and regularly reviewed in accordance with the latest guidelines published by the IB and the legal regulations issued by the Turkish Ministry of National Education.

7. Legal Responsibilities of Teachers in Meeting Students' Needs

All Diploma Programme (DP) teachers are legally required—under both national and international frameworks—to make every effort to differentiate learning, teaching, and assessment to meet the individual needs of their students. Teachers must plan their lessons in a way that supports students in achieving their learning goals and making progress. This responsibility is shared equally among all teachers, who are expected to adapt their teaching practices to reflect the current needs of each student.



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8. Use of Individual Educational Plans (IEPs)

Individual Educational Plans may be developed for students identified as needing special educational support.

Identification of a student's learning needs can occur at any stage of their education. Teacher observations play a key role in this process. When a teacher notices that a student may require additional support, they must observe the student, assess their work, and document any strategies used to support their learning. The teacher then informs the DP coordinator.

The DP coordinator consults with other teachers and the school's Special Educational Needs (SEN) coordinator or school psychologist/counsellor. A meeting is held to evaluate the student's current educational situation based on teacher input and to determine appropriate support strategies.

Parents or legal guardians are informed of the concerns and invited to a meeting with the DP coordinator and SEN coordinator to discuss the student's individual needs and agree on next steps. With parental consent, the student may be referred for psychological-educational evaluation by an external institution—typically a local guidance and research centre (RAM). Based on the evaluation, an IEP is created.

The IEP outlines the student's learning goals, includes insights from observations, and reflects the student's interests, learning style, strengths, and areas of difficulty. Its purpose is to ensure a shared understanding of the student's learning profile among teachers, parents, and all involved parties. The IEP must be read and signed by the parents and is reviewed annually. All documentation is stored securely in the student's confidential file.

Additionally, parents or legal guardians may request support from the school if they observe any learning challenges or difficulties their child is experiencing.

9. Procedures Regarding Confidential Information

The school treats all student-related information as strictly confidential. When necessary, such information will only be shared with the International Baccalaureate (IB) in connection with requests for inclusive access arrangements.

Maintaining the confidentiality of sensitive information is a vital part of fostering effective collaboration within the school community and between the school and parents. Therefore, any documentation collected and stored by the school concerning students' special educational needs and access arrangements is considered confidential from the moment a student is admitted or identified as having a learning need or difference.

All individuals who have access to this documentation—whether in printed or digital form—are obligated not to disclose it to anyone who is not directly involved in planning or delivering educational support for the student.

Parents are informed about the necessity of sharing relevant information regarding their child with the school and are assured that such information will be used solely to support their child's educational needs and only by the staff directly involved.

Student records, including Individual Educational Plans (IEPs), are securely stored in a locked area within the school's administrative office, accessible only to authorized support staff. Additionally, any discussions regarding student cases are held in private to ensure confidentiality is maintained.



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10. Professional Development and Training of Staff

All Diploma Programme (DP) teachers participate in professional development related to the subjects they teach. In addition to subject-specific training, they receive development on strategies to identify and support students with special educational needs. These trainings may be organized within the school by the school's guidance counsellor or delivered by external training institutions or professionals. Teachers are also encouraged to attend external workshops and conferences focused on inclusive education and special educational practices.

New DP teachers are required to undergo comprehensive training on IB standards, practices, and requirements, with practical guidance on how these are implemented within the school. The DP coordinator is responsible for delivering general training, which includes curriculum planning, assessment strategies, Approaches to Teaching and Learning (ATTs and ATLs), Theory of Knowledge (TOK) integration, school policies, and related documentation. Where possible, new teachers also receive mentoring from experienced DP subject or core teachers to understand specific course expectations and practices.

As part of their onboarding, new teachers are expected to attend an online or virtual workshop provided by the IB Professional Development service. During this training—particularly the section on school policies—teachers are introduced to the school's Access and Inclusion Policy, the legal obligations on inclusion at the local, national, and international levels, and the procedures for requesting inclusive access arrangements for students. This portion of the training is facilitated by the school's guidance counsellor.

11. Inclusion Policy Review

All DP teachers share equal responsibility in developing, implementing, and updating the inclusion policy. The DP coordinator ensures that any new IB documentation on access and inclusion is reflected in the school's policy. Teachers' suggestions are considered and discussed for relevance.

The policy is reviewed annually—ideally in late spring—during a DP faculty meeting, where its effectiveness is evaluated and necessary updates are made. The school's guidance counsellor provides current information on students' individual needs and recommended access arrangements.

Changes agreed upon during the annual meeting take effect from 1 September of the following school year. Urgent amendments may be addressed in special meetings held anytime during the year. The most recent review took place on May 22, 2025.

REQUESTING INCLUSIVE ACCESS ARRANGEMENT
Access to Additional Time
Consent

IB schools obtain written consent from the candidate and the candidate's parents or legal guardian (as long as the candidate for whom the request is submitted is under the age of majority in the candidate's home jurisdiction) to submit request with the supporting documents such as psychological/psycho-educational/medical report to the IB solely for the purpose of evaluation of the access arrangement request. Any data submitted to the IB will be dealt with in line with the [IB's Privacy Policy](#).

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By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member submitting request for access arrangement and uploading your supporting documents such as psychological/psycho- educational/medical report to the IB's information system (IBIS).

If the candidate transfers to another school, you also consent to the programme coordinator or another authorized school staff member making this application visible* with the supporting documents, including authorization (if applicable), to the coordinator of the new school.

**This is because it will be necessary or in the best interests of the candidate that the new coordinator has access to the request so that the student does not lose the opportunity to have his/her request granted if taking the IB assessment at a different IB school than the school which submitted the request on his/her behalf.*

Signature.....

Parent/Legal Guardian Name-Last name.....

Date.....

Signature.....

WORK CITED

Access and inclusion policy. International Baccalaureate Organization. Sep. 2022.

Diploma Programme Assessment procedures 2025. International Baccalaureate Organization.
Updated Aug. 2025.

Learning Diversity and Inclusion in IB Programmes: Removing Barriers to Learning.
International Baccalaureate Organization. Updated May 2020.

This policy has been produced in alignment with:

- *Programme Standards and Practices* (IBO October 2018, last update April 2022)
- *Diploma Programme assessment procedures 2024* (IBO September 2023, last update May 2024).
- *Access and inclusion policy* (IBO September 2022, last update November 2023)
- *The IB guide to inclusive education: a resource for whole school development* (IBO 2015, last update November 2019).
- *Learning diversity and inclusion in IB programmes. Removing barriers to learning* (IBO January 2016, last update May 2020).
- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.
- Towards a continuum of international education, pp. 28–32 “Special educational needs” section.
- Candidates with assessment access requirements.
- The IB guide to inclusive education: a resource for whole school development.
- Diploma Programme Assessment procedures 2025.