



ABC Schools Inclusion Policy



ABC Horizon is;

To be an exemplary educational institution that works for the superior benefit of the individual, society and the world,

To raise generations who are ethical and well-equipped, preserve their essence in the face of all conditions and adapt to the transforming world.

ABC Philosophy

We see a school as a dynamic system where students, teachers, parents and all members of the school community gather. We all believe that an individual should think and work in harmony by taking the greater good of their country and the world into consideration. The basis of our understanding of education is to raise individuals who value their core values, family, culture, nature and the world and who are curious, inquirers, and resilient in the face of challenges. On the way to achieve this goal, with our teachers who are competent and passionate about education, we support our students to be self-confident, self-expressive, well-prepared, qualified, innovative, and open to development. In this process, we learn with our students, improve ourselves and believe to be role models for them as today's adults. We respect each student's core values, character and learning style as we provide them with a healthy learning environment to discover and improve their individual skills.

ABC Family members;

For ethical and moral values; adopt and live according to the concepts of love, respect, honesty, being principled, reliability, hard-working, perseverance, conscience, compassion, and justice.

To improve life skills; master in resilient and determined self-management, thinking, researching, problem solving and communication skills with an aesthetic perspective and effective use of digital technology ability.

With social responsibility awareness, develop ideas for the benefit of humanity and take actions with precision, devotion, and a strong sense of empathy.

ABC Logo Story

We diligently grow the seeds of education and our "tomorrows". We strengthen the essence of each student with our grounded values and ensure that they flourish with their genuine skills through our principles. We are raising generations whose roots reach the depth of knowledge and dreams reach the sky.

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1. Introduction: Purpose and Formulation of the Inclusion Policy

ABC Schools Inclusion Policy is a policy based on the principles of diversity, tolerance and equality. The aim of the Inclusion Policy is to create an environment that respects everyone's rights, accepts differences and helps students realize their potential. This policy aims to deliver education in a more equitable and inclusive way.

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2. Prominent Concepts in the Document

Inclusion: Refers to providing equal opportunities and respect to individuals or groups regardless of their differences. It includes embracing and respecting diversity in many aspects such as race, gender, ethnicity, age, disability, etc.

Participation: Actively fosters an atmosphere where everyone feels valued, welcomed and empowered to participate fully.

Diversity: Includes supporting individuals with cultural diversity, special educational needs, diverse learning styles, socio-economic diversity, language, religion, physical, emotional and mental diversity to have equal opportunities in the education system.

Cultural Awareness: Refers to increased sensitivity and understanding of the diverse cultural backgrounds, traditions, values and perspectives present within the school community.

Accessibility: A concept that aims to ensure that educational services, resources and opportunities are easily accessible and usable by all.

Support: The aim is to maximize the potential of every student and make the education system more inclusive. Therefore, a variety of support services are provided in accordance with individual needs and steps are taken to ensure that every student can succeed in education.

3. Practices

3.1. Situations Requiring Inclusion

Inclusive education policy promotes an approach that recognizes different groups of learners (differences in interest, ability, readiness, socio-cultural, language, etc.) and aims to meet the different needs of learners. Situations requiring inclusion may include students with different characteristics or needs, such as

Special Educational Difficulties: Students with special educational needs such as specific learning disabilities, attention deficit hyperactivity disorder, articulation, physical, hearing or visual impairments are supported under the inclusion policy.

Physical Disabilities: Accessibility arrangements are made to ensure the full participation of students with physical disabilities in educational environments. These arrangements include the provision of appropriate ramps, elevators and adapted educational materials in school buildings. Individualized education plans are prepared for students with physical disadvantages and learning and teaching strategies are developed in accordance with their individual needs.

Communication and Interaction Challenges: Students with language barriers, native speakers or new language learners are supported in different ways depending on their age and grade level.

Cognitive, Behavioral, Emotional and Social Challenges: Students with cognitive learning differences are supported through differentiated learning-teaching methods in education programs. Students with behavioral problems are supported with positive behavioral strategies and psychosocial approaches in education. Students with emotional and social

needs may need programs and psychological support to develop their emotional intelligence. In this sense, the school PDR unit provides guidance and guidance in cooperation with students, teachers and parents.

Foreign Students: Foreign students are supported in their adaptation to a new culture and language learning processes.

Gifted Students: Gifted students are supported by providing access to more advanced learning opportunities and enriched programs.

Economic Disadvantage: Economically disadvantaged students are supported in ways that enable them to participate in their education through financial support, scholarships and other resources. This increases economic inclusion.

Supported Students: Students whose parents have been martyred/veteranized or who are under the protection of the law are given priority for free education.

3.2. Student Recognition and Monitoring Processes

Pre-School - Primary School:

During the primary school admission phase, the PDR unit conducts interviews with candidate students. Here, observations are made to evaluate the student's developmental areas. At the same time, OCHT (School Readiness Test) is applied. While these activities are carried out with the student, the parents are also asked to fill out the Candidate Parent Form. After the developmental areas are evaluated in the light of all the data, the opinions on school readiness are communicated to the parents and the school administration.

All parents whose children start first grade are asked to fill out the Family Recognition Form and submit it to the school in printed form. Second, third and fourth grade students are sent an update of the Online Family Recognition Form at the beginning of the year.

Various scales and inventories are administered to students by the PDR unit in order to get to know them and provide proper guidance during primary school. These inventories may vary according to students' developmental periods and needs. Some of the inventories are included in the annual work plan and are applied to every student at the same grade level. Others are one-to-one inventories to analyze the student's problem in depth or to determine his/her educational needs. In addition to these, the PDR unit conducts one-to-one reflection interviews with each student. In these interviews, the student is guided to fill in the self-assessment form, new target behaviors are determined and decisions are made together. The counselor follows the process by sharing the decisions made in these meetings with the family.

Both the classroom teacher and the guidance counselor have regular one-to-one meetings with the parents of each student.

From the stage of admission to primary school until the completion of primary school, observations, parent and student interviews, scales and inventories continue regularly to recognize and monitor students. The PDR Unit is responsible for collecting information about the student (provided that it does not violate the principle of confidentiality) and sharing it with the school community.

Emotion regulation skills and problem solving methods are addressed by the PDR Unit in kindergarten and primary school in the form of student workshops every year or within the program in line with the general objectives of the Ministry of National Education. Depending on the situation, these activities are handled in focus groups or one-on-one with all students. Bulletins and letters informing parents about the subjects studied are shared. Some of the tests and inventories are as follows

- ❖ Student Identification Form
- ❖ Observation Tools
- ❖ Preschool Performance Evaluation Form
- ❖ Teele Inventory for Multiple Intelligences (TIMI)
- ❖ Frostig Visual Perception Test
- ❖ School Readiness Inventory (SCHI)
- ❖ Draw Picture Test
- ❖ Student Identification Form (Primary School)
- ❖ Parent Interview Form
- ❖ Monthly Reports

Middle School:

The aim of the Guidance Unit is to support students to know themselves, to realize their potential, to establish healthy and harmonious relationships with their environment, to have communication skills, to be able to solve problems and make the right choices, and to complete their social-emotional, psychological and cognitive development in the most general form.

All guidance activities are process-oriented based on the principles of continuity, volunteerism and confidentiality.

A comprehensive developmental preventive guidance model is adopted in guidance activities. Cooperation is established not only with the student but also with all stakeholders (teachers, parents, etc.) who play a role in student development.

Studies carried out :

- ❖ Orientation studies (individual studies-group studies)
- ❖ Student identification studies (forms, inventories, test applications and individual interviews)
- ❖ Values education (presentations, projects, activities etc.)
- ❖ Educational publications (bulletins and letters)
- ❖ Parent interviews
- ❖ Informative presentation and seminar programs (parent-student)

- ❖ Vocational guidance-career guidance activities (inventory studies, informative presentations, career days program)
- ❖ Educational guidance studies (increasing academic success, effective-efficient studying, time management, planned studying, exam anxiety...)
- ❖ Individual guidance, psychological counseling
- ❖ Group counseling activities
- ❖ Preference counseling
- ❖ Class guidance program
- ❖ Guidance on preparation for the central exam-LGS
- ❖ LGS group productive study and strategy training program
- ❖ Individualized study programs
- ❖ Fluent reading activities (student-parent training)
- ❖ Social responsibility projects
- ❖ Test-inventory studies (objective and subjective tests)

Some of the tests applied:

- ❖ Reasons for Failure Questionnaire
- ❖ Burdon Attention Test
- ❖ Work Behavior Assessment Scale
- ❖ Multiple Intelligence Inventory
- ❖ Holland Vocational Preference Inventory
- ❖ Student Interview-Recognition Form
- ❖ Learning Styles Inventory
- ❖ Problem Screening Inventory
- ❖ Test Anxiety Scale
- ❖ Snellen Eye Screening Test
- ❖ Sociometry Test

High School

The High School Guidance Unit carries out activities in the fields of educational guidance for students' own abilities and personality traits; vocational guidance for students to discover their interests and abilities and to learn about professions; personal guidance for students to know themselves, to be self-confident and to become a balanced and harmonious individual in personal and social aspects.

In this context

- ❖ "Setting Goals" with 9th grade students;
- ❖ "Choosing a Major" with 10th grade students;
- ❖ "Planning My Career" with 11th grade students;
- ❖ "I Choose My Profession" guidance goal themes are studied with 12th grade students.

Activities with students:

- ❖ Orientation activities (academic and social adaptation to high school)
- ❖ Student identification studies (inventories)
- ❖ Publications (newsletters)
- ❖ Seminars (vocational-career guidance)
- ❖ One-to-one counseling meetings (student-parent)
- ❖ Guidance of students' study processes according to the results of the mock exam, educational guidance studies on subjects such as effective studying, exam anxiety, time management
- ❖ Classroom guidance lessons

Inventories applied:

- ❖ My Life Window
- ❖ Problem Screening Inventory
- ❖ Academic Self-Concept Scale
- ❖ Burdon Attention Test
- ❖ Learning Styles Inventory
- ❖ Multiple Intelligence Inventory
- ❖ Holland Vocational Orientation Inventory
- ❖ Beck Anxiety Inventory

3.3. Inclusion in Learning and Teaching Processes

ABC Schools aims to provide high quality and inclusive education to offer students a well-rounded and in-depth learning experience through national and international programs. In this context, teaching and learning processes are diversified by considering students' individual interests, learning styles and readiness.

Students have different skill levels, interests and learning speeds. ABC teachers aim to maximize the potential of each student by providing enriched and supported learning opportunities by adapting teaching materials and methods in accordance with the needs of students.

ABC Schools' programs encourage classroom interaction by providing students with the opportunity to think critically, analyze and understand different perspectives. In accordance with the type of school and grade level, students are given tasks to prepare in advance, open-ended questions are used, group discussions are organized, and debates are encouraged. Student-led discussions are facilitated, constructive and directive feedback is provided, and supportive resources are used.

In addition, students interact with each other through activities such as group projects, discussions, and shared learning experiences to be open to different perspectives and cultures and to acquire collaboration skills.

Students are introduced to important learning methods such as inquiry, project-based learning, conceptual and collaborative learning, games and symbolic expression, problem solving, student-centered approach, use of technology, performance tasks and critical reading/writing skills. With these approaches, methods and techniques, students gain conceptual understanding, critical thinking, communication and social skills.

In these processes, accessible educational materials suitable for diverse learning needs are prioritized for equitable education. These materials include a variety of learning tools such as different types of texts, balanced use of audio-visual elements, use of digital platforms, customizable materials and resources from libraries. This approach supports students' different learning styles and provides them with a better learning experience.

The way in which individuals with special educational needs benefit from special education services is decided by the special education evaluation board of RAM. Individuals in need of special education are directed to the least restricted educational environment according to their performance and needs. This orientation is made according to the needs of the individual to the education environment through mainstreaming, special education class, special education school / institution, hospital primary school or home education environments.

Individualized Education Programs (IEP)

All relevant procedures of students who are given an inclusion report by the District RAM are followed up by our PDR unit and an Individualized Education Program (IEP) is prepared. An individualized education plan is developed for all individuals in need of special education, taking into account their competencies in individual and academic discipline areas and their characteristics in developmental areas, and education programs are individualized and implemented. IEP is prepared based on the implemented programs. In the evaluation of the success of individuals requiring special education, the goals and behaviors in their IEPs are taken into consideration.

3.4. Inclusiveness in Evaluation Processes

PYP (Kindergarten and Primary School)

The inclusive approach of IB PYP assessment processes aims to meet the diverse learning needs of students and maximize their potential. It encourages every student to participate in the learning process. For this reason, a variety of assessment tools are used to meet different student needs. Assessment not only measures results but also monitors students' learning processes. It provides opportunities for students to evaluate their own learning and progress through a variety of teaching methods and techniques.

Individually tailored feedback is provided based on assessment results. A variety of assessment and evaluation tools are used to document, evaluate and report student progress. Methods such as student observation, portfolios, parent newsletters and letters, end of theme

reports are also included in this process. In this way, a holistic assessment policy is implemented.

At ABC Schools, learning processes are differentiated through formative assessment methods and techniques based on the fact that each student has different readiness, learning styles and interests. In kindergarten and primary school, the teacher reshapes in-class and out-of-school teaching by identifying students' readiness, missing or incorrect knowledge and learning needs through various strategies in pre- and formative assessment. Throughout the Primary Years Program (PYP), students take an active role in assessing themselves in terms of knowledge, conceptual understanding, learner profile characteristics and learning approaches through opportunities such as self- and peer assessments, portfolio presentations and PYP exhibitions.

Middle School :

At Private Ankara ABC Middle School, the inclusion approach in assessment processes is shaped according to the individual learning needs of students. Fifth and sixth grade students take monthly mock exams and monthly CTT (Subject Screening Test); seventh grade students take two mock exams per month; and eighth grade students take weekly mock exams. In the mock exams, individual academic deficiencies of our students are identified and feedback is given to the students about their deficiencies.

In order to overcome learning deficiencies during the LGS preparation process, students and parents are guided on teaching methods and techniques and their development is followed holistically. Each year, project assignments are given to each student and projects are completed under the guidance of counselors. Completed projects are evaluated according to the preparation process, content and presentation.

Common written exams are administered in all courses. Written exams consist of open-ended questions. In addition, the four basic language skills are measured and evaluated precisely in Turkish and foreign language courses. In addition, each student's performance is evaluated by teachers based on attendance, timely completion of assigned tasks and cooperation.

High School

ABC Science and Anatolian High School's assessment processes are shaped by the inclusiveness approach and students' individual learning needs. Mock exams are given to ninth and tenth grade students every month and to eleventh and twelfth grade students on a weekly basis. In these mock exams, students' individual academic deficiencies are identified and students are given feedback on their deficiencies.

During the university preparation process, both the student and the parents are guided on which teaching methods and techniques they will complete these deficiencies and their development is followed holistically. Each year, each student is assigned project assignments and the projects are completed under the guidance of counselors. Completed projects are evaluated according to the preparation process, content and presentation.

Common written exams are administered in all courses. Written exams consist of open-ended questions. In addition, the four basic language skills are measured and evaluated precisely in Turkish Language and Literature and foreign language courses. In addition, each student's

performance is evaluated by teachers based on attendance, timely completion of assignments and cooperation.

3.5. Social and Emotional Learning

The development of emotional intelligence at ABC Schools aims to provide students with the skills to build healthy relationships, manage stress, solve problems and increase their overall achievement. To encourage emotional awareness, students are given opportunities to express their emotions through various artistic activities. In addition, expert-parent meetings and trainings are organized to encourage parental involvement. Communication and conflict resolution skills are emphasized as part of the development of social skills. Students are given opportunities to cope with real-world problems and gain a sense of responsibility. Various self-assessment tools and guidance activities are used for goal setting and self-management skills. This approach aims to support students' individual development and help them grow as independent and responsible individuals.

At all levels at ABC Schools, the problem-based learning approach aims to provide students with the opportunity to encounter and solve real-world problems. In order for students to develop their critical thinking and creative analysis skills, learning experiences such as national and international projects, PYP Exhibition, JMUN/MUN, FPSPI, etc. are included in the educational content that enable students to make connections with real world problems and produce solutions.

3.6. Inclusion in School Environments

The ABC Schools campus is designed with the wants and needs of the learner community in mind. This design aims to support a variety of interests, types of intelligence and teaching methods. Features such as barrier-free ramps, elevators and wide corridors are available. There are also various learning spaces such as laboratories, library and art workshops.

Art and performance spaces such as music rooms, theater stages and painting studios are provided, offering students ample opportunities for artistic expression and creativity. Health services, guidance services and psychological counseling services are provided to support students' physical and emotional well-being. Students' cognitive, mental and spiritual development is supported through appropriate physical spaces and technological infrastructure.

3.7. Inclusiveness in School Culture

In the context of inclusive education at ABC Schools, learning experiences that introduce different cultures, emphasize cultural diversity, promote intercultural communication and tolerance are provided in the inquiry program and course content to build cultural awareness and respect. ABC Schools encourage positive behaviors and social interactions. Students are supported to develop positive behaviors through student councils and representation, mentoring programs, social responsibility projects, promoting cultural and linguistic diversity,

family and community cooperation, personal and social development programs, modeling positive behaviors, and providing social and emotional support services.

The well-being of students and teachers is addressed from a perspective that includes their emotional, social, physical and mental health. To this end, the well-being of the school community is supported holistically through emotional and social support, physical health and sports activities, personal development programs, a balanced and diverse curriculum, student, family and community collaboration, fun and creative activities, and different activities to strengthen connections and relationships. Physical health and activity contribute to academic achievement as well as supporting students' overall health. For this reason, ABC Schools offer physical education classes, dance workshops, swimming and various sports courses and clubs, opportunities to participate in school teams and sports tournaments, camping, nature walks, outdoor activities, etc. to help students adopt an active lifestyle.

To strengthen the school's community bond, there are opening and closing ceremonies, special days and celebrations, notice boards, student societies and clubs for different interests, community service projects, bazaars, intercultural days, language exchange programs, festivals and festivities, student representatives and councils. These practices aim to increase the interaction of the school community and help students and staff build closer relationships with each other and take a more active role in the community. Family events are organized outside the school, bringing families together and collaborating with community organizations to organize joint activities. In addition, our school is an active stakeholder that hosts and participates in national and international organizations, takes part in national and international projects and platforms with its students and teachers, and aims to increase knowledge sharing by organizing seminars and trainings. It also contributes to strengthening community ties through regular communication via social media and internet platforms, supporting community-oriented service projects and organizing educational programs for parents. Classroom guidance activities are actively carried out to ensure that students actively participate in school management, decision-making processes and activities. Students' opinions are frequently solicited through surveys, inventories, etc.

Inclusion is a core value at ABC Schools. An inclusive school culture provides a safe, supportive and fair environment for students to succeed. Such a culture builds students' self-confidence, increases their social skills and makes them successful individuals in their future lives.

4. Duties and Responsibilities

4.1. Administrator:

Works with all stakeholders to effectively implement the Inclusion Policy and optimize the learning environment. In this context, takes the necessary steps to create a school climate based on the principles of diversity, tolerance and equality and promotes a supportive environment where all students can realize their potential. Continuously evaluates inclusion processes and identifies opportunities for improvement.

4.2. Coordinator:

All coordinators of the school work together to ensure the effective implementation of the curriculum in the school, supporting and guiding teachers in this regard. They also supervise students and teachers to act in accordance with the school's educational philosophy, manage assessment and evaluation processes and ensure that services are delivered to all students in line with their interests and needs.

4.3. Teacher:

The teacher prepares the ideal learning and teaching environment, taking into account the individual differences of each student. However, the most important responsibility of each teacher is to be a good guide and role model.

4.4. Student:

Follows his/her own learning processes and takes responsibility for realizing his/her potential. Respects the rights of all, tolerates differences and supports peers in order to contribute to the development of an inclusive school environment.

4.5. Parents and Guardians:

As an important stakeholder of the school community, they are aware of the school culture and functioning and participate actively. Collaborates with other stakeholders of the school in line with the development and needs of the student.

4.6. Staff:

Demonstrates positive behavior that promotes a safe and inclusive learning environment for all students. Demonstrates high awareness and sensitivity to different cultures, languages, abilities and identities.

5. The Relationship of Inclusion Policy with Other Policies

5.1. The Relationship of Inclusion Policy with Language Policy

Promoting Diversity in Language Education: Within the framework of the Inclusion Policy, the Language Policy promotes diversity in language education by offering students a choice of different languages. In addition to strengthening their mother tongue, this approach enables students to learn other languages and interact more effectively with cultural diversity.

Supporting the Integration of Foreign Students: Within the framework of the Inclusion Policy, integration and "welcome" activities are organized for foreign students. Through these events, students are supported in learning Turkish and are also offered Turkish homestay opportunities to facilitate their integration process.

5.2. The Relationship of Inclusion Policy with Measurement and Evaluation Policy

Inclusive assessment includes a variety of activities to understand not only academic achievement, but also to understand and improve the learning process, students' progress towards achieving course objectives. Assessment is carried out on an ongoing basis to identify students' strengths and areas of development and to enhance learning opportunities. As stated in the ABC Schools Assessment and Evaluation Policy, data on students' knowledge, skills and understanding are collected and evaluated using different assessment and evaluation tools, methods and techniques in accordance with age and school type, and regular feedback is provided. In this way, students are encouraged to actively participate in their own learning processes.

5.3. The Relationship of Inclusion Policy with Academic Integrity Policy

An inclusive educational environment at ABC Schools refers to a fair and equitable system in which all students can benefit equally. Similarly, the academic honesty policy ensures that all ABC students' academic achievements are the result of their own efforts and that no student may receive unauthorized help or unfair advantage from others. Thus, ABC Schools adopts an inclusive approach by providing the same opportunities to all its students. Academic integrity violations disrupt this fair environment. Therefore, the Academic Integrity Policy supports the school's vision of inclusion and creates an environment of fair evaluation among all stakeholders.

5.4. The Relationship of Inclusion Policy with Child Protection Policy

The Inclusion Policy, combined with the Child Protection Policy, seeks to understand and meet the unique needs of each student. To this end, schools provide support services that are sensitive to individual needs. Specific support and resources are provided in line with students' special needs, learning difficulties or emotional needs. The Inclusion Policy emphasizes the principle of equal opportunities and aims for every student to reach their potential. In this context, together with the Child Protection Policy, measures are taken to prevent discrimination and bullying in the school environment. At ABC Schools, training and awareness programs are organized to create a fair environment among students, thus enabling all stakeholders to have a safe and supportive school experience.

5.5. The Relationship between Inclusion Policy and Admissions Policy

In our school, every student is accepted equally without discrimination based on language, religion, race or gender. Student registrations are made taking into account the individual characteristics of the students. Education is based on respect for individual differences and a humanitarian approach is adopted. The registration process begins with interviews conducted by the Guidance Unit. Interviews are conducted with the student in order to evaluate the student's developmental level. In this process, students' academic and social skills are expected to be at an acceptable level. Parental cooperation is expected in the event that students in need of special education receive support or are referred to another institution when necessary. It is also important to provide accurate information about the student's past life and school experience.

6. Relation of Inclusion Policy to IB and CIS Standards

6.1. IB Programs and Inclusion Policy

The focus of IB programs on individual learning needs and differentiated learning principles underpins the Inclusion Policy. The IB supports each student to reach their potential through student-centered approaches and a variety of assessment methods. Likewise, the IB Programs and Inclusion Policy incorporate international awareness and understanding, enabling students to gain global perspectives. The IB emphasizes cultural diversity and multilingual education, and the Inclusion Policy aims to sensitize students to global issues. By celebrating students' individual differences, both approaches aim to bring communities together and increase understanding.

The following IB standards and practices guided the development of the Inclusion Policy:

Student support 1.3: The school provides effective learning spaces and environments.

Student support 2.1: The school implements and reviews systems and processes to identify students' needs.

Student support 2.2: The school supports the identified needs of students and evidences this through planning, policy and practice.

Student support 2.3: The school provides staff, infrastructure and resources as outlined in the inclusion policy.

Student support 2.4: The school ensures the most effective use of learning spaces and environments to meet the needs of all students.

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional and physical well-being of students and teachers.

Student support 3.2: The school demonstrates attention to the social, emotional and physical well-being of students and teachers through systems, processes and policies.

Student support 3.3: The pedagogical leadership team and teachers support the social, emotional and physical well-being of students.

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students as they move to advanced stages in their learning activities, advising them on program choices, careers and/or additional educational opportunities.

Student support 5.1: The school identifies and utilizes a variety of human, virtual and physical resources to assist and extend student learning in the wider community.

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly communicates the requirements for participation in programs.

Culture 1.2: The school provides the necessary support materials, resources and structures to ensure that a reasonable number of students have access to the programs.

Culture 1.3: The school ensures access to programs for the widest possible range of students.

PYP 1: The school articulates and demonstrates the PYP in a way that engages all learners, regardless of the diversity of learners.

PYP 2: The school implements the PYP at all early childhood and/or primary school levels.

DP 1: The school offers a complete DP, ensures that a proportion of students strive for a diploma and provides equal opportunities for students to attempt a diploma.

DP 2: The school implements and reviews strategies that encourage students to pursue the IB diploma program to the end.

Culture 2.1: The school implements and reviews an inclusion policy in line with IB guiding principles.

Culture 2.2: The school identifies all legal requirements in the Inclusion Policy and outlines the school's structures and processes in accordance with the law.

Culture 2.3: In its inclusion policy, the school defines the rights and responsibilities of all members of the school community and clearly articulates the school vision for the implementation of inclusive programs.

6.2. CIS Standards and Inclusion Policy

The Inclusion Policy can be effectively linked to the Council of International Schools (CIS) standards. With the driving force of "Excellence in Learning and Teaching" emphasized by CIS, the Inclusion Policy aims to improve teaching practices in schools by focusing on individual learning needs. Within this framework, student-centered approaches are combined with elements such as differentiated learning strategies, diverse assessment methods and management practices that focus on student well-being.

Furthermore, CIS' inclusion policy, with its "School Community and International Cooperation" thrust, encourages the participation of the wider community inside and outside the school. In this context, the active involvement of families, students, teachers and other stakeholders plays a critical role in creating an inclusive educational environment. This approach aims to celebrate student diversity, increase cultural awareness and strengthen an inclusive school culture.

The CIS core standards associated with and guiding this policy are

Purpose and Direction-A4: The mission statement provides a clear commitment to well-being, is in line with the CIS Code of Ethics and demonstrates a commitment to the values found in the UN Convention on the Rights of the Child (1990).

Curriculum - C1: The curriculum as a whole is challenging, inclusive and engaging. It enables them to support the intellectual, physical, social and emotional needs of all students.

Curriculum - C2: The written curriculum sets out the development of knowledge, understanding, skills and attributes, including well-being and intercultural competences, relevant to students' current and future development.

Instruction and Assessment for Learning-D1: Instruction is closely aligned with the school's definition of high-quality learning. Instruction enables all students to participate, expand their knowledge and learning boundaries, access the curriculum and be successful in their learning.

Instruction and Assessment for Learning-D2: There are policies and procedures in place that are used effectively to identify a range of learning needs, both at admission and during enrolment, to ensure that all students can benefit from the school's programs.

Well-being - E3: The school ensures the physical and mental health and general well-being of all enrolled students.

Professional Development

ABC Schools organizes workshops and seminars to ensure the continuous training of its teachers on inclusive education techniques. It provides teachers with comprehensive information about student diversity and different learning styles through specialized trainers. It supports the direct implementation of inclusive techniques in the classroom by organizing hands-on trainings. It also encourages the flow of knowledge by sharing the expertise of experienced teachers through mentoring programs. Provides access to digital resources and offers continuous learning opportunities through a variety of learning materials. It hosts various educational organizations in the country and encourages its teachers to participate in these events. Thus, teachers have the opportunity to learn and share knowledge outside the school community. It also guarantees that all of its teachers receive formal training to meet program requirements and professional development within the IB PYP and DP. As an active member of the IB community, it ensures that teachers take an active role in these communities and platforms. Seminars and workshops organized with the participation of experts from different disciplines are also offered to support teachers' personal development.

Education Technologies

ABC Schools implement a variety of strategies to improve teachers' ability to use educational technologies. These include offering educational technology training programs for teachers, providing guidance and support and encouraging participation in online conferences, collaborating with educational technology experts to help teachers learn and use new technologies effectively in their classrooms, providing classroom technology observations and feedback, and monitoring educational technology trends. These strategies help teachers to use technology more effectively while at the same time providing better guidance to students. Examples of practical applications and guidance for effective use of technology in the classroom are provided.

Parent Trainings

ABC Schools offers parent trainings to provide parents with the opportunity to understand and support their students' educational processes and learn about the basic principles of IB programs. These trainings cover topics such as the IB education model, student-centered education approach, student assessment processes, diversity and inclusion, educational

technologies, community engagement, supporting students at home, career planning and open communication. Parent trainings encourage the active participation of parents through interactive sessions and workshops.

8. Inclusion Policy Monitoring, Reporting and Review Process

Each year, during the in-service training period before the start of the academic year, the Inclusion Policy is reviewed by the members of the commission. The Commission evaluates the implementation of the Policy, its alignment with other policies and the information of new stakeholders joining the school community. Changes are made to the policy when necessary. All changes and updates are shared with the school community at the beginning of the new academic year through the website, parent information meetings and in-service trainings. Thus, the Policy is continuously developed according to the needs and circumstances of the school and all stakeholders have the most up-to-date information. The Commission also conducts evaluations to ensure that the Policy is being implemented effectively and that it is achieving its objectives.

The Inclusion Policy, like other policies, is reviewed annually by the commission members during the in-service training process before the start of the academic year and shared with school stakeholders. It is also audited and open to audit by the Ministry of National Education (MoNE) as needed and requested, and by the IB Organization during each five-year evaluation process.

ABC Schools Inclusion Policy, like all other policies, is a document open to all internal and external stakeholders on the school's official website. Commission members are responsible for the development, evaluation and reporting of the document. The opinions and requests of all stakeholders regarding the policy are taken into consideration during the evaluation process.

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