

INCLUSION POLICY



SEPTEMBER 2022

INCLUSION POLICY

Inclusion Policy Committee

This Inclusion Policy introduced in September 2022 by Prof. Dr. Mumtaz Turhan Social Sciences High School (ISBL) was formed by the members of the Executive Board.

	ADI SOYADI	GÖREVİ
1	Mehmet Kurtay	School Principal
2	Hilal Alıç	Manager assistant
3	Erdoğan Akar	IB Coordinator
4	Volkan Bartık	EE Coordinator
5	Beyhan Orkun	CAS Coordinator
6	Levent Gökkaya	Counseling Teacher

Contents

INTRODUCTION	5
REASON / PURPOSE	5
SPECIAL EDUCATION IN TURKEY	6
INCLUSION AT THE SCHOOL	7
Inclusive education	7
Class Guidance Teacher	7
Parent	7
Individualized Education Program (IEP)	7
Psychological Counseling and Guidance Unit	7
Guidance Research Centers	7
SPECIAL EDUCATION	8
Special education	8
Special Needs	8
Individuals with Special Educational Needs	8
Meeting Special Education Needs	8
Adapting Learning and Teaching	8
DEFINITIONS	8
Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD / ADHD)	9
Autism	9
c. Specific Learning Disabilities Dyscalculia (Math Learning Disorder)	9
d. Gifted and Talented or Extraordinarily Talented	10
e. Hearing Impairment / Deafness	10
f. Medical Conditions / Chronic disease	10
g. Mental health issues	10
h. Physical Disabilities	10
REGULATING PRINCIPLES OF INCLUSIVE ASSESSMENT	11
ROLES AND RESPONSIBILITIES	13
a) Responsibilities of School Management	13
b) Responsibilities of the IBDP Coordinator	13
c) Responsibilities of Classroom Teachers	14
d) Responsibilities of the Student	14
E Responsibilities of Parents / Guardians / Carers	14
ARRANGEMENTS	15
a) Unauthorized Arrangements	16

b) Special Arrangements	16
1. Additional time	16
2. Resting periods	16
3. Information and communication technology (ITC)	16
4. Secretaries	16
5. Readers	16
6. Communicators	17
7. Prompters	17
8. Changes to exam papers	17
9. Audio recordings of exam papers	17
10. Audio recordings of answers to exam papers	17
11. Transcription / Adaptations	17
12. Alternative venues for exams	18
13. Extension of deadlines	18
14. Support with experimental studies	18
15. Exemptions from assessment	18
POLICY DISTRIBUTION AND REVIEW	17
13. REFERENCES AND RESOURCES	17

Introduction

Prof. Dr. Mümtaz Turhan Social Sciences High School IB Diploma Program believes that all students can learn and are valuable and has been opened to students from all over the country.

With this policy document, it will be tried to increase the success of students with special educational needs/disability/difficulties and to advance the curriculum suitable for all students.

İSBL Inclusivity Policy has been prepared in accordance with the Turkish Ministry of National Education's Rules and Regulations on Special Education and Guidance Services, and Inclusion in International Baccalaureate Programs, IB Inclusive Education Manual. The Resource for Whole School Development has been developed in collaboration with students, parents, teachers and administrators, taking into account IB documents such as Meeting Student Learning Diversity in the Classroom, Learning Diversity and Inclusion in IB Programmes, IB Diploma Program Principles to Practice guidelines, and the IB Learner Profile.

REASON / PURPOSE

Prof. Dr. Mümtaz Turhan Social Sciences High School will try to provide the necessary support for all students to reach their academic success and full potential with the IB Diploma Program. For this reason, Prof. Dr. Mümtaz Turhan Social Sciences High School: “Aiming the development of society as well as itself, being a source for universities that train high-qualified scientists in the field of social sciences and literature, providing education in accordance with universal standards with the IB program, loyal to its own cultural heritage, capable of learning from different cultures and following developments. It is an educational institution that educates individuals who think scientifically, internalize philosophical inquiry, and have ethical and aesthetic consciousness.

To this end, Prof. Dr. Mümtaz Turhan Social Sciences High School provides specially designed education for students with disabilities in a variety of settings, which may include IBDP. Student ability levels and learning needs vary greatly. We take every opportunity to make it accessible and understandable by all members of the school community, including parents and Committee members, to understand the Special Educational Needs Policy.

Every student can learn, and we as adults must support them in acquiring the creativity, thinking and learning skills necessary for success. Our vision is to provide a “student-centred” education where all students receive the necessary resources, guidance, regulations and differentiated education for success so that society becomes self-sufficient, at peace with itself and its environment. Our policy is empowered by Diploma Program Evaluation Procedures (2020), Program Standards and Practices (2020), Candidates with Special Assessment Needs (2007). Standardized teaching, learning and assessment conditions may result in disadvantages for some candidates who are considered inclusive and special education students. Comprehensive access arrangements should be implemented to reduce or minimize barriers to candidates. At our school, we feel that access arrangements should be in place throughout learning work (such as all classroom work, formative assessments) and during summative IB assessments. With this policy, we try to guide teachers on all their essential needs during their

educational journey at school. This policy is for candidates affected by a temporary, long-term or permanent disability or illness, including candidates with learning difficulties. At our school, we will follow the Diploma Program Evaluation Procedures to request the specific arrangements described in the guide. Prof. Dr. Mümtaz Turhan Social Sciences High School supports IB's philosophy of inclusion through the following program standards and practices.

- The school supports students' access to IB programs and philosophy.
- The school has developed and implemented an inclusive/special education needs policy consistent with IB expectations and the school's admissions policy.
- The school provides its students with learning and/or special educational needs and support for their teachers.
- Collaborative planning and reflection involve differentiation for students' learning needs and styles.
- Teaching and learning differentiates instruction to meet students' learning styles and needs.

SPECIAL EDUCATION IN TURKEY

Legal Basis: In Turkish schools, the regulations of the Ministry of National Education are made and the definition of inclusive / inclusive education is accepted as follows; "The purpose of inclusive education is the practice of individuals in need of special education to receive education with the supportive education services provided with their normal peers. Within the scope of these practices, individuals with special education need can continue their education with their normal peers full-time, so they can continue their education part-time in special education classes. Part-time inclusion practices are carried out by the participation of students in some classes or extracurricular activities with their normal peers in the same classes. This application, which aims to integrate into the education of the disabled, is an arrangement where the development will be at the highest level and the needs of the disabled people will be met in the most appropriate way after their deficiencies are determined. Special Education Services Regulation, inclusive education, support education services for students in need of special education to pre-school, primary, secondary or non-formal education institutions in the public and private sector. It is defined as special education practices in which they are educated with their normal peers in institutions."

As a state project school, our students register with the high scores they get from the high school entrance exam (LGS) conducted by the Ministry of National Education, which means that students who enter a certain percentage choose our school. As a result, there is a limited number of students with mild learning difficulties. However, those who need special education such as visually, physically, hearing-impaired, speech-impaired, attention-deficit and hyperactivity disorder individuals are included in our school and thus these students are included in the education program with the regulations determined by the Ministry of National Education. Guidance and Counseling service is responsible for the determination of students and also for the implementation of these regulations as follows;

Special Education Services Regulation (June 2020); The purpose of this regulation is to regulate the procedures and principles that will enable individuals with special educational needs to benefit from their right to education in line with the general objectives and basic principles of Turkish National Education.

* Science and Art Centers Directive (December 2019); To regulate the procedures and principles regarding the management and operation of the centers where students with special skills are trained.

* Regulation on Guidance Services (August 2020) • Circular on Education Practices Through Inclusion / Integration (September 2017)

INCLUSION AT THE SCHOOL

Diversity in the school community is not a barrier to learning, and the school encourages acceptance and celebration of diversity through written and confidential curricula. The student profile plays a role in supporting the institution's identity validation, and the school promotes access to IB programs and philosophy for all students in line with the ISBL Admission Policy. Policies and procedures are developed and implemented by the school to encourage students to confront and resist prejudices in their lives and in society. The school supports inclusion in the curriculum and includes differentiation for students' learning needs and styles. A stimulating learning environment is based on understanding and respect while meeting students' learning needs and styles. Students are encouraged by curriculum and instruction to demonstrate their learning in a variety of ways. School community members are responsible for practices and evolving culture that provide equal opportunities for all, regardless of their gender, age, race, culture, ethnicity, language, living conditions, and/or whether they are above or below norms regarding learning abilities.

Inclusive Education

Special education practices are based on the principle of ensuring that individuals with special education needs receive education by providing supportive education services together with their peers in public or private pre-school, primary, secondary or public education institutions. Students should be encouraged to share the same physical environment with their peers and to study in the least restrictive environment possible by providing all necessary support systems.

Class Guidance Teacher

They are classroom teachers who provide guidance services to certain classes in high schools and conduct guidance courses.

Parent

The student's parents or other persons with legal responsibility towards the student.

Individualized Education Program (IEP)

An individualized education program is a special education program that is prepared to achieve the targeted results, considering the developmental characteristics, educational performance and needs of individuals, and includes educational support services to be offered to these individuals.

Psychological Counseling and Guidance Unit

This unit provides psychological counseling and guidance services to the school community.

Guidance Research Centers

These are institutions affiliated to the Ministry of National Education and provide free services when needed for special education (mental retardation, autism, vision loss, physical disability) or for guidance and psychological counseling.

SPECIAL EDUCATION

Special education

It is aimed to provide special education based on specially developed education programs and methods, to support students with special needs in their development and academic life, to meet the educational and social needs of the individuals concerned, and to be carried out in environments suitable for the abilities of students who require special education.

Special Needs

Students with learning difficulties are enrolled in special education schools managed by the Ministry of Education. Prof. Dr. Mümtaz Turhan Social Sciences High School students enter our school after they finish secondary school and pass the entrance exam with a selective exam called LGS. Students only register when they determine that the school can meet their educational needs.

Individuals with Special Educational Needs

Individuals who differ significantly from their peers in terms of being above or below the norm in their ability to learn and/or exposure to risks associated with age, gender, culture and living conditions.

Meeting Special Education Needs

By identifying the prejudices and attitudes of students, teachers and parents and planning to prevent any negative attitudes, a holistic and open school environment is created by the school. This secure environment is developed and managed by designing and incorporating practices from administration, parents, students, teachers, support staff, and other relevant collaborative organizations. Members of the school community are informed about the services provided by the school for students with special needs or disabilities with the help of the school's website and meetings. The school stores the students' private personal files on the E-School platform

(TC. Ministry of National Education information system), and this information can be shared with the School Administration, Human Resources, Student Affairs and health personnel if cooperation is needed.

Adapting Learning and Teaching

Individualized Education Programs (IEP) are prepared and classroom teaching is adapted accordingly. Teaching materials and assessments vary according to student needs and reflect the school's assessment and evaluation policy, and results are recorded. The School's Psychological Counseling and Guidance Unit (PDR) is responsible for raising parental awareness based on data obtained and student progress.

DEFINITIONS

There may be students enrolled in school with a range of possible needs. The following definitions are common references for students with individual learning needs, the intellectual capacity to meet all curriculum and assessment requirements, and those who need special arrangements to demonstrate their level of achievement.

Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD / ADHD)

ADD refers to students whose main problem is inattention. While research into the causes of ADHD and ADD has been inconclusive, they are considered to have a neurobiological basis and in order for a student to be identified with ADHD or ADD, they must meet a number of key criteria.

Autism

Autism is a spectrum disorder, and despite basic similarities in areas of difficulty, there are great differences across the spectrum. While students with low-functioning autism may exhibit significant difficulties and be non-verbal, those at the higher end of the spectrum may not be identified due to the latent nature of their difficulties. Experienced difficulties, often described as a "disorder triad", affect social interaction, communication, and imagination (thought rigidity).

c. Specific Learning Disabilities Dyscalculia (Math Learning Disorder)

Despite providing appropriate learning opportunities, students with dyscalculia will encounter persistent difficulties when dealing with numbers. What dyslexia is to literacy, dyscalculia is to math. Despite the provision of appropriate learning opportunities, students with dyslexia will experience persistent difficulties in learning to read, write and spell. Dyspraxia - developmental coordination difficulties (DCD), motor learning difficulties Developmental dyspraxia is best described as immaturity in how the brain processes information.

d. Gifted and Talented or Extraordinarily Talented

Students identified as gifted and talented or extraordinarily gifted may be gifted wholly, gifted in certain areas, or truly gifted in some areas, but experience learning difficulties in other areas.

e. Hearing Impairment / Deafness

Students who are deaf cannot hear at all, unlike students who are hard of hearing. The term “hearing impaired” refers to the entire group of students, including those with auditory processing disorders.

f. Medical Conditions / Chronic disease

Medical conditions include allergies, asthma, arthritis, lupus, epilepsy, petit mal seizures, grand mal seizures, diabetes, cancer, chronic middle ear infections, hypertension, anxiety disorders, and HIV/AIDS. Each of these medical conditions is a chronic illness that interferes with the student's daily functioning and activities for more than three months in a year.

g. Mental Health Issues

Mental health problems can affect one in ten students in schools, and teachers are often the first to realize that a teenager needs serious help. This serious case is shared with the school's Guidance Counselor and Clinical Psychologist and the student is sent to the Guidance Research Center in the district. The student's treatment is followed up with the family. The emotional well-being and mental health of students are essential for students to learn, develop, and ultimately become adults who can cope with life and its struggles. Mental health conditions include, but are not limited to, a wide variety of conditions including, but not limited to, schizophrenia, bipolar disorder, depression, conduct disorder, self-harm, post-traumatic stress disorder, eating disorders, and obsessive-compulsive disorder (OCD).

h. Physical Disabilities

The learning needs of students with physical disabilities will not necessarily be related to the degree of their physical disability. Physical conditions that can cause learning difficulties include, but are not limited to, brittle bone disease, cerebral palsy, muscular dystrophy, spina bifida, cystic fibrosis, and accidental injury.

Speech, language, and communication needs (SLC): Speech, language, and communication difficulties are common throughout a student's life and will affect all areas of school life, including but not limited to understanding and participating in school activities, reading and writing, reflecting on things, and managing emotions.

Visual impairment: Students with severe vision loss may be subject to what can be touched or heard (unless they have hearing problems) and therefore it is necessary to bring the world of experience to students in a meaningful way if they are to understand the world around them.

REGULATING PRINCIPLES OF INCLUSIVE ASSESSMENT

These guidelines are taken directly from the Candidates Access Conditions for Assessment (IB August 2017).

1. The IB must ensure that the grade awarded to a candidate in any course is not a misleading description of the candidate's level of achievement, therefore, the same assessment standards apply to all applicants, regardless of whether they have to learn the support requirements or not.
2. Inclusive assessment arrangements, including reasonable adjustments, are pre-review measures for a candidate to access assessment. They cannot be requested retroactively for oral or written exams.
3. Arrangements requested for a candidate should not give that candidate an advantage in any of the evaluation components.
4. The inclusive assessment arrangements described in this document are designed for candidates with the ability to meet all assessment requirements leading to the award of diploma or course awards.
5. When inclusive assessment arrangements are required for a candidate during the diploma program or practice exams, the school can provide the necessary arrangements. If arrangements are required for assessment, this document lists arrangements that do not require prior authorization from the IB. All other arrangements require prior authorization from IB Headquarters in Cardiff. Similarly, IB Answer should be consulted if a Diploma Program candidate has difficulty meeting the creativity, efficiency, service (CAS) requirements.
6. Schools are encouraged to plan inclusive assessment arrangements for their candidates, based on the IB criteria set out in this policy and teachers' observations of the candidate in the classroom during classroom work and tests.
7. Inclusive assessment arrangements requested for a candidate should be the usual mode of study during the student's study. Only in very exceptional circumstances will the IB make a request for comprehensive assessment arrangements that are not the usual way of study and have been put in place to support the candidate only in the last six months of study or after, just before the exams.
8. The IB seeks to allow the applicant concerned inclusive assessment arrangements consistent with those normally available. However, authorization will only be granted for arrangements that are consistent with IB's policy and practice. It should not be assumed that the IB will necessarily accept arrangements requested by a school. The coordinators are responsible for informing the candidate about the usual way of working in the classroom.
9. The IB is committed to an educational philosophy based on international consciousness. Therefore, the IB's policy of inclusive assessment arrangements may not reflect standard practice in any country. To ensure equality among candidates with evaluation access requirements, the policy represents the result of evaluation of an accepted practice in different countries.
10. Wherever possible, the IB will ensure that the regulations are the same for applicants with similar access requirements. Due to cultural differences in recognition of learning support needs and the nature of access arrangements given in schools, there may be some compromise that may be necessary to help ensure comparability between applicants in different countries.

11. Each request for inclusive evaluation arrangements will be judged on its own merit. Prior authorization of arrangements made by the IB or any other awarding body will not affect the decision whether to authorize arrangements requested by the coordinator.
12. The IB keeps all information regarding a candidate confidential. If necessary, information will be shared only with appropriate IB staff and members of the final awards committee who will be instructed to treat such information confidentially.
13. If a school fails to meet the requirements set by the IB or makes unauthorized adjustments when administering inclusive assessment arrangements, the candidate may not be awarded a grade in the relevant subject and level.
14. Inclusive assessment arrangements may be permitted if it can be demonstrated that a candidate's lack of proficiency in the response language(s) is due to a specified learning support requirement. (For classes 3 to 6, all candidates are allowed to use a translation dictionary in the written exams.)
15. The school should not inform the examiner about a candidate's difficulties (autism, writing difficulties, etc.) or adverse conditions.
16. In the case of internally evaluated work, teachers should not make any corrections when grading a candidate's work.
17. The list of existing inclusive assessment arrangements is reviewed regularly. The IB will consider alternative arrangements proposed by a coordinator, provided these arrangements are available to all applicants with similar requirements.
18. According to the Diploma Program General Regulations: a Diploma Program candidate may attend three examination sessions to obtain the diploma. Additional sessions may be permitted to a candidate with learning support requirements at the discretion of the IB.
19. If the nature of a candidate's difficulty and/or the authoritative inclusive assessment arrangement would disturb other candidates during an exam, the candidate should take the exam in a separate room and be supervised according to regulations governing the conduct of Diploma Program exams.
20. Written examinations must be conducted in accordance with the regulations governing the conduct of Diploma program examinations. The person observing the exam of the candidate must not be a relative of the candidate or any other person who may have an apparent / perceived conflict of interest.
21. Any problems arising from the nature of the inclusive assessment arrangements or unforeseen difficulties faced by the candidate during the examinations should be reported to the IB Coordinator as soon as possible.

ROLES AND RESPONSIBILITIES

Responsibilities of School Management

All procedures within inclusive practices are implemented and when school management believes in the importance of inclusive education, teachers, other students and staff adopt a positive attitude towards the students involved. The responsibilities of the school administration are as follows:

- The school works with the Guidance Research Center (RAM) to ensure that the program complies with MEB's regulations for students with special educational needs.
- The importance and necessity of mainstreaming practices should be adopted.
- School administration should provide resources for the implementation, sustainability and review of the Inclusion Policy.
- In conjunction with the Provincial Guidance Research Center (RAM), school guidance counselors will provide all IEPs to teachers.
- School management should provide a suitable environment and training for teachers to be informed about inclusive practices and IEPs.
- The physical school environment should be arranged by the school administration to meet the needs of the students.
- School management should provide the necessary tools and arrangements.
- The library should be made available to students at certain times with the supporting equipment and appropriate tools to be used.
- Teachers should be encouraged to help each other collaboratively to overcome difficulties and this should be rewarded by the school administration.
- School guidance counselors and support managers will provide updates for the IEP and host meetings.
- Individuals' needs are taken into account and regulations are designed during exams and assessments. The student(s) may be asked to begin an individualized education program (IEP). The Ministry of National Education offers the opportunity to organize free training for all courses upon the request of students. Hence, students can practice outside of school.

b) Responsibilities of the IBDP Coordinator

- Following national and local laws regarding Students with Educational Needs.
- It is essential that the coordinator consults and collaborates with all relevant teachers at an early stage of the candidate's Diploma Program work.

- All requests for inclusive assessment arrangements submitted by a coordinator must receive the support of the school principal. (All correspondence from IB Headquarters in Cardiff regarding candidates with assessment access requirements will normally be sent to the coordinator.)
- In the event of a candidate's transfer to another school, the coordinator must inform the new school of the inclusive assessment arrangements designed for the student and IB Headquarters in Cardiff.
- Application for inclusive assessment arrangements must be made on behalf of a candidate by the coordinator using the online request form.
- The coordinator must ensure that the candidate is familiar with any ancillary equipment, including any software and computer authorized for use in the exam

c) Responsibilities of Classroom Teachers

- To comply with all laws and regulations regarding special education needs,
- Participate in all necessary trainings when available,
- Monitor and identify struggling students and refer the student to the counselor or IBDP Coordinator and collaborate with parents,
- Record and evaluate students' progress,
- Provide different instructions as specified in students' IEPs and adapt instruction to students' learning styles,
- Maintain discretion and confidentiality in the provision of special educational needs services
- Promote communication between mainstream students and others
- To organize the physical classroom environment by considering the needs of the students.

d) Responsibilities of the Students

- BEP'deki öğrenme hedeflerinin belirlenmesine katkıda bulunmak,
- Öğrenim hedeflerine aşina olmak ve okul yöneticilerinden, çalışanlarından yardım isteme konusunda etkin olmak,
- Çeşitli değerlendirmelere katılarak bireysel ilerlemeleri üzerine yansıtıcı olmak,
- Sınıflarda ve toplantılarda aktif bir katılımcı olmak
- Tüm İSBL IBDP politikalarını ve prosedürlerini takip etmek.

E Responsibilities of Parents / Guardians / Carers

- To provide a good learning environment by providing opportunities for parents and children to participate in their language and numeracy development together,

- To support the work of the school by showing an active interest in the progress of their children,
- To negotiate the learning goals and actions to be taken by the school to achieve these goals,
- At the end of each term, to discuss the progress of their children with the teacher, IBDP coordinator and School PCG teacher,
- To provide necessary documentation for IB accommodation requests.

ARRANGEMENTS

a) Unauthorized Arrangements

These regulations are taken directly from Candidates with Special Evaluation Needs. (IB May 2011). The following adjustments to exams are permitted without prior permission from IB Cardiff.

1. A candidate is allowed to take the exam in a separate room if it is to the benefit of the other candidates or candidate in the group. For example, lighting may be a special consideration for a visually impaired candidate, or an echoing room may be detrimental to a hearing impaired candidate. Also, a candidate's situation or the nature of the private arrangement (eg, a secretary, a computer) may offend other candidates, in which case a separate examination room is justified. If the exam is held in a separate room, all regulations regarding the conduct of IB exams must be followed. The candidate must be kept under the constant supervision of an observer.
2. The coordinator can arrange suitable seating to meet the needs of individual candidates (for example, sitting close to the front may be appropriate for a candidate with visual or hearing impairment).
3. A candidate may take medication and/or beverages to alleviate a medical condition such as diabetes.
4. A maintenance assistant may be available if required for a candidate's welfare or safety. The assistant must not be another candidate or a relative of the candidate.
5. A candidate who normally uses assistance (for example, a colored overlay, a Braille whiteboard, a sound amplification device, a radio device, a hearing aid, a low vision aid, a magnifying aid, colored filter lenses) is allowed to use assistance in exams. **ATTENTION:** It is against the rules for candidates to carry any mobile device to the exam hall.
6. A candidate with a hearing condition may receive instructions from a communicator. This arrangement should be limited to explaining the conduct of the exam and the instructions on an exam paper. The communicator should not relay information about any aspect of a paper problem without prior permission from Cardiff IB.

7. For a colorblind candidate, the coordinator (or supervisor) is allowed to name the colors on an exam paper (for example, on a map in a geography exam). However, no other form of assistance can be provided without permission from IB Cardiff.

8. At the discretion of the coordinator, without permission from IB Cardiff, a candidate may be given additional time to complete assignments during the two-year program (eg extended essay, theory of knowledge (TOK) essay, Language A1 literature essay). However, an email must be sent to IB Cardiff if the deadline for paper submission needs to be extended for the sake of assessment.

b) Special Arrangements

These special arrangements are abbreviated from Candidates with Special Assessment Needs (IB May 2011). The term “special arrangements” is used here, unless stated otherwise, as they require permission from the IB Information Desk (ibid@ibo.org).

1. Additional time

Additional time may be granted for certain activities linked to internal assessment based on the written exams and the assessed needs of the candidate. The additional time for written exams is normally limited to 15 minutes for each hour of the exam (i.e. 25% more time).

2. Resting periods

During the resting period, the candidate is not allowed to read the exam paper, answer the exam paper or write any notes. The resting period is different from the "additional time" during which the candidate can continue to study.

3. Information and communication technology (ITC)

The IB recognizes that a computer or other microprocessor-controlled device provides highly effective communication for many candidates with special assessment needs. Therefore, computers and other types of assistive technology are often allowed for written exams if a candidate is unable to provide a handwritten response.

4. Secretaries

A secretary is someone who writes a candidate's dictated response to the requirements of an internal and/or external evaluation component. The use of a secretary is permitted for any type of assessment where a candidate is unable to respond by hand or use a computer.

5. Readers

A reader's role is to read the exam paper to a candidate and, if desired, reread the candidate's answers. However, the reader's assistance is not limited to written exams; a reader can assist the candidate in all components of internal and external evaluation.

6. Communicators

A communicator is someone who can convey information to a deaf person using lip-speech, finger typing, or sign language. A communicator may be used during exams.

7. Prompters

A prompter is someone who makes the candidate pay attention to the exam. This arrangement will usually be allowed for candidates diagnosed to have a neurological or cognitive disability that results in a serious attention problem. The coordinator or supervisor is likely to act as prompter, but only, the exam may be conducted according to IB regulations and without disturbing other candidates.

8. Changes to exam papers

Changes can often be made to exam papers for candidates with visual or hearing problems. Candidates with a visual problem may need more than one modification, but it should not be assumed that the needs of such candidates can be met. Some content on exam papers cannot currently be presented in a non-visual form without overriding the nature and purpose of the assessment. However, the IB may require alternative questions to those based on an illustration (for example, cartoons or photographs) that can be presented in a non-visual way and assess the same objectives.

9. Audio recordings of exam papers

The IB may provide an exam paper on a CD only in exceptional circumstances. This service is strictly limited; No assumptions should be made that there will be an exam on the CD. If available, the CD will be accompanied by a hard copy of the exam paper.

10. Audio recordings of answers to exam papers

If a candidate is unable to provide a handwritten or word-processed script and a secretary is not a viable alternative, an authorization may be given to audio recording responses. However, this arrangement will only be permitted in exceptional circumstances after other alternatives have been considered and rejected.

11. Transcription / Adaptations

A transcript is a candidate's response to an assessment component presented in a form other than their own handwriting. Transcription is justified if a candidate with a specific learning problem or physical disability has very poor handwriting skills and cannot use a computer. Transcription is not available for candidates with poor handwriting and for whom some special needs cannot be diagnosed.

12. Alternative venues for exams

If a candidate is too ill to attend school, but takes the exams at home or hospital on medical advice, they may be allowed to take the exam at an alternative venue. In principle, the exam

should be taken at the same time as the other candidates in the group, but if necessary, an alternative place application may include a request to reschedule the exam.

13. Extension of deadlines

This regulation applies to cases of illness or accident where a candidate is actually prevented from completing the job on time for the coordinator to submit the job to the examiner (or in the case of internal assessment, Cardiff points to IB).

14. Support with experimental studies

A physically disabled candidate may be allowed to receive assistance in their experimental work. This arrangement is normally limited to the requirements of internal evaluation (for example, practical work in experimental science or geographical fieldwork). It is particularly suitable for situations where there is a concern about the candidate's health or safety.

15. Exemptions from assessment

Normally, exemptions are not granted for any assessment component of the Diploma Programme. However, if an assessment component or part requires a physiological function that the candidate cannot perform, an exemption may be allowed. Before claiming an exemption from a component, it should be carefully considered whether all reasonable adjustments have been taken into account.

POLICY DISTRIBUTION AND REVIEW

This policy will be reviewed annually to identify the needs of students at the school. The committee will consist of representatives elected from its members in the school community. This policy will be announced to the school community through the school's website.

13. REFERANSLAR VE KAYNAKLAR

- ❖ Ministry of National Education General Directorate of Special Education Guidance and Counselling Services – A Guide Book for School Principals- Teachers- Parents
- ❖ Ministry of National Education Special Education Services Regulation (June 2020)
- ❖ Ministry of National Education Science and Art Centres Directive (December 2019)
- ❖ Ministry of National Education Guidance Services Regulation (August 2011)
- ❖ Ministry of National Education Circular on Educational Practices Through Inclusion/Integration (September 2017)
- ❖ Candidates with special assessment needs (May 2011) (specific to the Diploma Programme)
- ❖ Candidates with assessment access requirements (August 2017)
- ❖ Continuum learning stories for inclusive education (2013)
- ❖ Language and learning in IB programmes (2011)

- ❖ Learning diversity and the IB Programmes/Special educational needs within the International Baccalaureate programmes (January 2016)
- ❖ Meeting student learning diversity in the classroom (May 2013) - A summary of learning challenges and suggested teaching strategies and ideas for resources.
- ❖ What is an IB education? (2013)
- ❖ Programme standards and practices (2020)
- ❖ Diploma Programme Assessment procedures (2020)