

KARTAL ANADOLU İMAM HATİP LİSESİ (KAİHL)

IB Diploma Programme Access and inclusion Policy

Revision History

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School educational profile

Kartal Anatolian Imam Hatip High School (KAIHL) is a public state school. Student admission to the school is made by the Ministry of National Education according to the results of the national exam (known as LGS) taken by 8th grade students. KAIHL is not authorized for student selection for the school. Our school is a school preferred by students whose exam success percentage falls within the 0,67% slice. Therefore, successful students come to our school from different parts of the country, and it is a boarding school as well.

All of the students who enroll our school have to study English preparatory class for one year. Those who pass preparatory class can participate in the IGCSE program applied at our school on condition that they achieve pass mark from OPT(Oxford Placement Test) + Science test. The pass mark is 70 out of 100. In the IGCSE program, they take Mathematics, English as a second language, Physics, Chemistry, Biology and Turkish courses at Extended level. Students who want to continue with the IBDP must study IGCSE which act as a pre-IB programme and must achieve overall 'B' from the 6 subjects they study in IGCSE, and must get positive reference for their competency, responsibility and understanding from their IGCSE teachers. These regulations are further detailed and described in the KAIHL Admission Policy. For students who do not prefer international programmes, there is synchronous National programme from 9 to 12 grade. The students studying IGCSE and IB DP also have to continue with the National programme out of their international subjects to earn a high school diploma.

Introduction

KAIHL supports the IB philosophy of making the IB programme accessible to the broadest possible range of students. We try to minimize the barriers for entering IB Diploma programme while trying to make sure that all students coming to the programme will succeed according to their academic career plans.

As mentioned in KAIHL Mission, we recognize that all students are capable of learning and have the ability to become lifelong learners. Our teachers use different teaching and learning strategies to meet the educational needs of students with diverse educational backgrounds. All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction. Students who appear to have special educational needs and abilities will be given further internal and/or external support to for equal opportunities.

KAIHL is a part of the Turkish Ministry of Education, as a result of this, KAIHL has to apply all laws about SEN Policy published by Ministry of Education.. National special education needs guidelines published by the Turkey Ministry of Education, were taken into account in the development and implementation of the Access and Inclusion Policy.

In that policy it is stated:

- All individuals with special educational needs will benefit from the school services according to their interests, desires, competence and capabilities.
- Individuals with special educational needs are given priority to take training with other individuals. Educational performance and purpose of these individuals should be taken into account.
- It is essential to ensure the active participation of parents to every step of special education process. (Appendix 1: Turkish Ministry of Education official SEN Policy accepted on 1997)
- The education of the individuals who need special education, regarding the prepared education plans will be continued with their peers in all levels and types of school and institutions by appropriate ways and methods. (Decree Law about Special Education numbered 573).

The International Baccalaureate Organization defines access and inclusion need as “any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.”

Some of these disadvantages are, but not limited to:

- Cognitive impairments
- Emotional impairments
- Learning disabilities
- autism spectrum disorders
- Physical disabilities and or other health impairments

- Speech impairments and or communication disorders
- Sensory impairments – vision, hearing
- Multiple disabilities
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before the IB examinations offered in May/November)
- additional language learning
- Giftedness

Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning.

Purpose

The purpose of KAIHL is to develop individual strategies to help the student to work at their own level (providing for differentiation) in order to fulfill both national and international curriculum requirements.

The purpose of the Access and inclusion policy for the IB Diploma Programme at Kartal Anadolu Imam Hatip Lisesi is:

- to follow the national and local laws regarding Special Education;
- to be committed to promoting a safe and supportive learning environment in order for students with access and inclusion needs to thrive academically, socially and emotionally;
- to reduce and eliminate all barriers to learning;
- to ensure that the access and inclusion needs of students are identified early, assessed, and provided for;
- to be non-discriminatory against students and prospective students with access and inclusion needs in the provision of education and associated services;
- to provide a positive and friendly environment for all students with different needs in order to recognize and benefit from differences and diversity;
- to ensure all students are provided with equal access to the IB curriculum and academic rigor, including opportunities to pursue individual interests, regardless of individual abilities and needs;
- to ensure that all students have access to the curriculum through different teaching methods;
- to identify school role and responsibilities;
- to consider the decisions made as a result of the students' self-expression through joint meetings with students, parents, teachers, counselors and counseling services identifying their development and changing needs;
- to maintain an open access to IB DP program;
- to achieve different educational needs of all students;
- to guiding students in reaching their own unique intellectual skills
- to describe the roles and shared responsibility of each stakeholder;
- to describe the arrangements needed to support all students;
- to run our sources effectively and efficiently;
- to formulate professional development opportunities for teachers to meet the Access and inclusion policy requirements;
- to monitor the practices performed by KAIHL staff and make amendments when necessary;
- to emphasize that all students and staff are encouraged to embody the IB Learner Profile;

Recognition

We encourage students with access and inclusion needs to apply for the IB Diploma program, and they will be accepted on condition that they meet the requirements at KAIHL Admission policy. The school ensures that the access and inclusion needs of these students for learning and assessment will be met according to guidelines in the *Access and Inclusion Policy* guide (2018), the *Assessment Procedures (2021)* and several other IB publishings.

Whether a student coming to KAIHL needs access and inclusion arrangement is determined as follows;

Students with access and inclusion need are identified by reviewing students' secondary school reports. Student reports kept during the secondary school period are discussed with the students with access and inclusion needs and their families by the counseling service. The teachers and other relevant employees are informed.

When students are observed in the classroom environment considering their strengths and challenges and their state compared with the reports, teachers are able to create better learning opportunities that enable every student to develop and pursue appropriate personal goals. When a classroom teacher suspects that a student may need additional support, the teacher is to observe the student, assess the work of the student and document any strategies that have been tried whether or not they have been successful. Prior to assessing for a learning difficulty, the following action points were put into action:

- Discussion with the student in order to identify frustrations and worries,
- Identification of learning gaps that student had acquired through multiple school moves,
- Consultation of student's language profile,
- Detection of student's disabilities (i.e.sight and hearing) by health report.

The IB coordinator communicates with the teacher and the consultant and other teachers as appropriate. The consultant defines the need if possible. Otherwise, he/she guides the student to RAM (Consultancy of Special Needs) which is an organization under the administration of Turkish Ministry of Education. Therefore, IB DP informs all IB teachers and works with them to ensure that the student has full access to the curriculum.

If it is necessary, a parent meeting will be held to share the areas of concern, give further suggestions or referrals and propose Individualized Learning Plan (IEP). Individualized Education Plans (IEPs) are written for students who are identified for access and inclusion arrangement needs. These plans will be revised annually, are confidential, and are shared with other school staff on an as needed basis.

Instruction

“Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student” (IBO 2019). IB learners are enabled when schools and teachers seek to establish a classroom environment which is both affirmative and responsive. KAIHL works on diverse teaching techniques and plans different learning environments, which allow all students to meet the rigorous standards of the Diploma programme.

To create affirmative and responsive environments, KAILH teachers, in their personal attributes or attitude, should:

- have a sense of humour
- have a positive and patient attitude
- never use sarcasm
- control without being controlling
- use clear, understandable language
- be positive but enforce rules calmly.

Constructive and differentiated teaching strategies are used to maximize students’ learning. Students enrolling the IBDP need to achieve described assessment objectives of all courses they choose. Since it is impossible to change these objectives; we need to make sure that all students, including students with access and inclusion needs, will achieve the objectives defined in each subject guidebook. Where standard examination conditions and assessment procedures would put candidates at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Guidelines and procedures

KAIHL follows *C6 Inclusive access- Assessment procedures 2021*, *Access and Inclusion policy 2018*, *The IB guide to inclusive education: a resource for whole school development 2015*, *Learning diversity and inclusion in IB programmes 2016*. Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners which must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
- Educational evidence from the school.
- All supporting documentation must:
 - be legible, on a document with a letterhead, signed and dated
 - state the title, name and professional credentials of the person(s) who has undertaken the testing
 - state specifically the tests or techniques used
 - be consistent with the coordinator's request for access arrangements
 - be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.
- Furthermore, all psychological/psycho-educational reports must:
 - state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
 - report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.
- All language test reports for additional language learners must:
 - state the standardized language test used
 - state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of this document.

The IB may review the supporting documentation for automatically approved requests and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable. All appeals to the IB regarding a decision on access arrangements for a candidate follows the procedure stated in the *Assessment appeals procedure* publication.

This document outlines the characteristics of students who may require special assessment arrangements due to one or more of the following:

1. Specific learning issues, language and communication disorders
 - Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia). For more information; Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

2. Social, emotional and behavioral issues

- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

3. Physical and sensory conditions

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure or function of the eye, affecting vision.

4. Medical conditions

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

5. Mental health issues

- A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

6. Giftedness and talent

“Contrary to a common impression, students who are gifted or talented are not necessarily awkward socially, less healthy, or narrow in their interests—in fact, quite the contrary” (Steiner & Carr, 2003). While gifted and talented students may excel in some areas, they may be experiencing challenges in other areas of learning. Students may: reason well (good thinker), learn rapidly, have extensive vocabulary, have an excellent memory, have a long attention span (if interested), be sensitive (feelings hurt easily), show compassion, be perfectionists, be intense, be morally sensitive, ask lots of questions, draw inferences, invent things, love challenges and complexity, have a high degree of perseverance in their interests, have a high degree of energy, prefer older companions or adults, have a wide range of interests, have a great sense of humour, be early or avid readers or, if too young to read, love being read to, be concerned with justice and fairness, often with a well-developed sense of justice, be keen observers, have a vivid imagination, be highly creative, tend to question authority, enjoy number work, games or puzzles.

Arrangements not requiring authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in IB assessments without authorization from the IB.

1. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
2. The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
3. A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
4. A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound. If an individual workstation is employed, all regulations governing the conduct of IB examinations are observed. The candidate is kept under the constant supervision of an invigilator.
5. For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement is confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.
6. If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement is strictly confined only to clarifying the directions and the instructions and not the content of the questions.
7. For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.

8. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.

9. A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.

Arrangements requiring authorization

- 1. Access to modification in the presentation of the examination:** Candidates with visual challenges or specific learning challenges may require modified presentation of the examinations. Candidates with total vision impairment may also need questions adapted for accessibility (without changing the learning outcome).
 - Changes to the print on examination papers: Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. Standard modifications of font sizes are:
 - 18 and 24 points on an A3 (29.7 × 42.0 cm) enlargement
 - 16 point on an A4 (21.0 × 29.7 cm) enlargement.
 - Printing on coloured paper: The colour paper options must be used to plan the colour of the paper needed for the student. The selected colour choices must be used for classroom work and tests. This will maintain consistency and be in line with the principle of usual way of working.
 - Access to electronic (PDF) examination: Access to electronic version of the examination is linked to access to reading software. Candidates with reading or visual challenges who require access to reading software will need an electronic (PDF) version of the examination. The electronic version is only available in the standard format without any modifications, even where modified papers have been authorized for a candidate. If a candidate uses both a modified paper (enlarged paper/font) as well as the electronic (PDF) version with reading software, they must be aware that any line numbering in texts may not match.
 - Modified papers (supplementary points): When an examination question that requires visual processing must be adapted for a candidate with visual challenges, the IB may provide alternatives. For example, questions based on an illustration (for example, cartoons or photographs) may be presented non-visually and assess the same objectives. Some content within examinations cannot be presented non-visually without invalidating the nature and purpose of the assessment and in these instances the IB would plan the best way that would not disadvantage the candidate.
- 2. Access to additional time:** The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges, to 25% additional time (15 minutes for each hour of the examination) which is the standard applicable to most candidates. 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, or for candidates with visual challenges working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon

authorization from the IB. Where required and eligible, additional time may be applied for candidate work that is internally assessed. For all written/on-screen examinations, additional time may be considered as an access arrangement when there is a learning challenge or if there is a physical, sensory, neurological, medical or psychological challenge.

3. **Access to writing:** Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges.
- **Graphic Organizers:** In order to be eligible to use graphic organizers as an access arrangement, a candidate must show evidence of the following.
 - The standard score on written expression/information processing/working memory is 90 or less.
 - The candidate has difficulties in planning and organizing and has access to graphic organizers as a usual way of working. Education evidence must be available to confirm this.
 - **Scribe:** A candidate who requires access to writing may be supported by a scribe to produce their written responses. A scribe is only allowed to handwrite the dictated responses of the student. A scribe must not type the responses using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination but not both.

The scribe may:

- read back answers at the request of the candidate
- alter or delete answers at the request of the candidate.

Examples of how inclusive access arrangements for a scribe would apply

- A student who has severe dyspraxia (who has a standard score of 83 on written expression and cannot use a word processor because of poor motor skills) has access to a scribe for classwork and tests. The same arrangement may be authorized for IB assessments.
 - A student has a standard score of 80 on a test of writing speed. Since the typing speed is poor, the school requests for a scribe for his or her assessment and this may be authorized.
- **Word processor:** In order to be eligible to use a word processor as an access arrangement, a candidate must show evidence of at least one of the following.
 - The standard score on a free-writing speed test is below average for his or her age.
 - The standard score on written expression/spelling/information processing/working memory is 90 or less.

- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.
- Word processor with spellchecker: Some candidates may need a spellchecker to produce written work. For these candidates, coordinators should request for a word processor with spellchecker. The spellcheck function must only be enabled if there has been prior authorization from the IB. In order to be eligible to use a word processor with spellchecker as an access arrangement, a candidate must show evidence of a standard score that is below 90 on spelling in a psychological test.
- Word processors (supplementary points): Authorization for a word processor does not imply an automatic authorization to enable the function of a spellchecker or to any software that require prior and independent authorization from the IB. If authorization has been obtained, it may be applied for both internal and external components of the assessment. Unless authorized by the IB, a candidate must not have access to:
 - the internet
 - any additional information or notes stored in the memory of the computer, USB flash drive, external hard drive, CD or other media
 - a thesaurus, spellchecker or other electronic device that may give an advantage.
- Speech recognition software: In order to be eligible to use speech recognition software as an access arrangement, a candidate must show evidence of at least one of the following.
 - The standard score on a free-writing speed test is below average for his or her age and below average speed for his or her age in typing.
 - The standard score on written expression/spelling/information processing/working memory is of 90 or less and below average speed for his or her age in typing.
 - The candidate has a medical, physical or sensory condition that renders him or her incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task. In addition to at least one of the above, it is mandatory that use of the requested speech recognition software is the candidate's usual way of working in classroom tasks and tests.

- **Transcriptions:** A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is not available to candidates with poor handwriting and no identified challenge. To be eligible to use transcriptions as an access arrangement, a candidate must show evidence of at least one of the following.
 - The candidate has a medical, physical or sensory condition that causes writing challenges such that his or her written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer.
 - The candidate has a medical, physical or sensory condition that causes difficulties in accessing the Scantron (bubble sheets) answer sheets.

It is not necessary to transcribe the whole of a candidate's script. Only those sections or words that are extremely difficult to read need to be transcribed.

4. **Access to reading:** Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.
 - **Reader:** Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision. To be eligible to use a reader as an access arrangement, a candidate must show evidence of at least one of the following.
 - The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
 - The candidate has a medical, physical or sensory condition due to which he or she either cannot read or has difficulty in reading.

The role of a reader is to read the examination to a candidate and to read back the candidate's answers if requested to do so.

An examination must be read out loud without any alteration to its wording. Explaining instructions and answering questions about the rubrics of the examination (for example, how many questions to answer, the time available for the paper) are permitted; however, the reader must not interpret or explain questions on the paper.

An examination must be read aloud using an even vocal intonation and inflection, which does not divulge any cues to the candidates.

Reading software: Reading software must be used with a word processor and the two are linked together as inclusive access arrangements. In order to be eligible to use reading software as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she cannot read or has difficulty reading text.

Examination (reading) pen: To be eligible to use an examination (reading) pen as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she either cannot read or has difficulty in reading.

5. **Access to speech and communication:** While additional time for the oral examinations or a communicator to convey the oral instructions of an invigilator may be the only access required for some candidates with speech and hearing challenges, others may need further inclusive access arrangements. These include the use of sign language or augmentative communication device.

- **Sign language interpreters:** Authorization may be given to a candidate with hearing challenges to have access to sign language interpreters in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests.

However, signed responses are not permitted for any assessment task in language acquisition.

- **Augmentative communication device:** To be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech challenges. It is required that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device. Access to augmentative communication device cannot be applied to some of the assessment criteria in language acquisition.

6. **Access to practical assistance:** A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.

This arrangement is normally confined to the requirements of internal assessment (for example, practical work in the sciences or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.

For practical work in the sciences, the assistant/aide should be familiar with the apparatus that are used for the task.

7. **Access to calculators:** A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.
8. **Access to extensions to deadlines:** To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work).
9. **Access to deferral of external assessment:** Deferral of one or more subjects to the next or future examination session may be possible for a candidate if:
 - their study has been greatly affected during the programme
 - deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.
10. **Additional opportunities to retake exams:** A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.
11. **Access to alternative venues:** Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access 18181818 and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions.
12. **Access to reasonable adjustments:** Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements. Schools consult with the IB before planning any reasonable adjustments for a candidate. The decision on the most appropriate reasonable adjustment will be made by the IB after engaging in discussions with the school. The IB will only authorize reasonable adjustments where no other inclusive access arrangement can be applied to meet the purpose.

Access for additional language learners

Additional language learners are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent.

1. **Extra time (25%, written examinations):** As an additional language learner, a candidate may be authorized 25% extra time for written examinations if there is:
 - evidence of a composite score from a standardized language test that indicates language ability that is below the level defined as linguistically competent in speaking, listening, writing and reading, or in reading and writing
 - educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are the usual way of working
2. **Extra time (25%, oral examinations):** As an additional language learner, a candidate may be authorized 25% extra time for oral examinations if there is:
 - evidence of a score from a standardized language test that indicates language ability that is below the level defined as linguistically competent in speaking and/or listening
 - educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are usual way of working
3. **Reader/reading software:** As an additional language learner, a candidate may be authorized use of a reader or reading software.
4. **Word processor with spellchecker:** As an additional language learner, a candidate may be authorized use of a word processor with spellchecker if there is no request for additional time and there is:
 - evidence of a score from a standardized language test that indicates a language level that is below competent (see sections 5.2 and 5.3) in writing
 - educational evidence from the school that clearly states that the candidate receives language support and that use of a word processor with spellchecker is the usual way of working

Support for the gifted and talented students at KAIHL

In order to support gifted students at KAIHL, we;

- Create opportunities for students to undertake studies and/or programmes at a higher level in areas of exceptional ability—via other organizations and universities.
- Contact local gifted and talented student organizations for additional support with materials and information.
- Allow students to undertake studies in different and additional areas of interest.
- Ensure learning extension in areas in which the student’s exceptional ability is demonstrated.
- Ensure that review progress in differentiation at least yearly through student is progressing at a level commensurate with their ability.
- Allow students to pursue independent projects based on their own individual interests.
- Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.
- Encourage gifted students to participate in extracurricular activities that involve academic skills. For example, detected gifted students are prepared by experts for the science Olympics and TUBITAK knowledge competitions so that they can receive a higher level of education. In addition, gifted students are prepared and encouraged for national and international technological competitions.

KAIHL recognizes its responsibility to determine whether access and inclusion arrangements can be made for individual candidates and that all such arrangements must be in agreement with IB Access and inclusion policy. We understand that appeals for special arrangements have specific requirements and may need appropriate supporting evidence and documentation. We will ensure that all special arrangements comply with *relevant IB publishings and guides*.

The IB coordinator is responsible for conducting any kind of meeting, test and arrangements together with the administration and the counseling service and informing the stakeholders. In addition, the students and parents or legal guardians are informed about the Access and inclusion policy as well as other policies when they apply for the IB Diploma programme.

It is also the IB coordinator’s responsibility to communicate with the IB for any access and inclusion need and arrangement.

The Access and inclusion Policy review at KAIHL

The Academic integrity policy is reviewed regularly and kept up-to-date by referring to relevant IB publishings. The review takes place yearly or when there is a need for an urgent update. Certain groups are organized each time to review including the head of school, the coordinator, pedagogical leadership team members, teachers, students, or parents. If not all included actively, questionnaires are used for all to be involved in the process. The group members who are responsible for the review analyze relevant IB publishings, diagnose current assessment strategy/tool needs, gather opinions from different stakeholders, compare all with the current KAIHL academic integrity policy, and make necessary decisions and changes. In the beginning of each year, it is decided who will be involved and when the review will take place.

REFERENCES

1. Access and inclusion policy, November 2018
2. Diploma Programme Assessment Procedures, 2021
3. General regulations: Diploma Programme, 2016 updated 2019
4. Meeting Student Learning Diversity in the Classroom, 2013
5. The IB guide to inclusive education: a resource for whole school development, 2015 updated 2019
6. Learning diversity and inclusion in IB programmes - Removing barriers to learning, 2016 updated 2020