Turtle Bay International School
مدرسة تيرتل باي العالمية

SEK EDUCATION GROUP

INCLUSION POLICY

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1. Introduction

Turtle Bay International School is a welcoming and inclusive school committed to offering every student, regardless of individual learning differences, access to rigorous international academic programs. A central priority of the school is to ensure that all members of its community enjoy a positive, enriching, and fulfilling educational experience.

We believe that Turtle Bay International School's inquiry-driven and hands-on approach to teaching provides the flexibility needed to adapt instruction within the classroom. This allows teachers to effectively support a wide range of learners, from students with exceptional academic abilities to those with specific learning needs.

2. Mission and Vision

TBIS MISSION

We deliver inquiry-based, engaging education that nurtures creativity, critical thinking, and lifelong learning. By embracing heritage, global citizenship, sustainability, and inclusivity, and by integrating meaningful technology, we empower learners to thrive responsibly in a connected world.

TBIS VISION

To cultivate a community of international-minded, inclusive, and empowered learners who lead with creativity, responsibility, sustainability, and digital innovation in a global society.

3. Philosophy

This inclusion policy is designed to foster a common understanding across the Turtle Bay International School community regarding individual student needs, thoughtful lesson planning, differentiated assessment practices, and respect for each learner's personal pace of development.
A key guiding principle in the organization of the school is its commitment to responding effectively to the needs of the entire student population. This requires adaptability in organizational structures, as well as flexibility in how time and learning spaces are arranged. Through its autonomy in management, the school determines which strategies to implement—ranging from general supports to more specialized interventions—and develops its own educational plan based on individual needs.

All measures are intended to strengthen resilience, social competence, and communication skills, empowering students to use their abilities effectively and succeed at every stage of their lives. Support will be provided for as long as necessary, with the aim of ensuring that assistance enhances, rather than hinders, students' academic growth.

Within this framework, the guidance and advisory role of the School Counselor is fundamental to the quality of the educational program. They serve as an essential source of support for the leadership team, teachers, students, and families alike.

4. Inclusion

Students are identified as having Special Educational Needs (SEN) when they present a learning difficulty or disability that has been formally diagnosed by a qualified professional, or when sustained observation indicates that they face significant challenges that substantially limit their academic progress compared to peers of the same age.

Special Educational Needs encompasses any circumstance in which additional or adapted considerations are required in the teaching, learning, and assessment process. This may involve adjustments to the curriculum, evaluation methods, or instructional approaches. In making these decisions, the school takes into account the taught, written, and assessed curriculum within the IB framework, and aligns its practices with the inclusion guidelines established in International Baccalaureate documentation.

When a student is experiencing emotional, behavioral, or academic difficulties, the School Counselor, Principal, and Academic Coordinators may, in collaboration with the family and external specialists, determine that targeted and additional support is necessary.

For students whose level of English proficiency does not yet meet the expectations of their grade level, English Language Acquisition (ELA) support may be provided subject to the availability of resources. This assistance will continue as long as needed, based on ongoing assessment and monitoring.

5. General Guidelines and Objectives

The following principles serve as general guidelines for inclusion at Turtle Bay International School:

1. Carefully review the individual characteristics and needs of each student who may require specialized support, beginning at the time of admission and continuing throughout their educational journey.
2. Ensure that teachers are equipped with the knowledge, strategies, and resources necessary to support all learners within a holistic educational framework.
3. Implement differentiated teaching and assessment practices that respond to each student's specific learning profile.
4. Monitor and document the measures put in place to guarantee continuity and effectiveness over time. Individual Education Plans (IEPs) are regularly reviewed and updated based on input from the student, family, teachers, and external professionals.

The objectives of the inclusion policy are to define clear guidelines and provide direction for all members of the school community so that:

- The school effectively addresses the learning needs of every student.
- All stakeholders understand their roles, responsibilities, and expectations.
- Students with diverse learning needs are identified as early as possible, either during the admissions process or through classroom observation.
- Teachers are well prepared to design and deliver learning experiences that reflect individual student needs and receive ongoing support to do so.
- The school works collaboratively with families and external specialists who are involved in supporting the students.

6. Counseling Department

The Counseling Department at Turtle Bay International School is led by the academic coordinators and the school counselor, who work together to support the following areas:

1. The English Language Acquisition (ELA) support plans and any other initiatives related to language learning or immersion.
2. Support and enrichment programs across various subject areas, coordinated by counselors and teachers.
3. Curricular adjustments or adaptations, whether minor or significant.
4. Guidance and assistance for teachers to help them respond more effectively to the needs of all students.
5. Academic, personal, and career guidance, including information about special education training programs and available resources.
6. Support for students' emotional and social development, in close collaboration with homeroom teachers.

For all types of diverse educational needs, the school counselor serves as the primary internal point of contact for teachers and families. Other members of staff may become involved in specific cases under the counselor's supervision, following the established procedures.

Academic coordinators and teachers implement support strategies in line with the recommendations of the school counselor. The school also maintains close collaboration with external specialists who provide services to Turtle Bay International School students.
Each application for admission is reviewed individually, taking into account the student's specific needs and the resources available at the time of enrollment. The school counselor and program coordinators work with students and families to help identify the most appropriate educational pathway.

7. Special Educational Needs

Students with SEN upon enrollment

At the time of enrollment, families are required to inform the school of any known learning difficulties or conditions that may affect their child's overall development. In order to gain a comprehensive understanding of the student's situation, the admissions team may request relevant medical documentation and professional diagnoses.

When appropriate, the student's external specialist(s) may consult with the school counselor, principal, and program coordinator to identify the most effective instructional strategies and learning approaches.

Throughout the academic year, the student's teachers will participate in internal meetings to design and refine teaching strategies that best support the learner. If the student's profile requires significant or minor accommodations that affect curriculum content or learning objectives, these will be discussed confidentially with the family and formally recorded in the student's Individual Education Plan (IEP).

Identification of Students with Special Educational Needs

The identification process begins with the recognition or observation of factors—either within the school or communicated by the family—that suggest the presence of a Special Educational Need (SEN). These may arise from learning difficulties, giftedness, or circumstances that disrupt the learning process. Teachers receive ongoing support to recognize behaviors and learning indicators that may hinder academic progress.

Once concerns are identified, the designated team evaluates the student's needs and determines the appropriate next steps based on the learner's stage of development. Decisions are documented in the IEP and implemented with the collaboration of all relevant stakeholders. The effectiveness of the support measures is reviewed regularly, and adjustments are made as needed.

If a formal assessment by an external specialist is recommended in order to better understand the underlying causes of the student's difficulties, this recommendation will be discussed with the family during a conference involving the homeroom teacher and school counselor. As this process involves additional costs and is the family's decision, formal testing is presented as a recommendation rather than a requirement.

8. Measures for SEN students and Individualized Education Plans

Measures are understood as the organizational and curricular strategies that can be introduced during planning or throughout the teaching and learning process in order to respond to the individual needs of students. The selection of these actions may range from preventive approaches to direct interventions, and from minor to more substantial adaptations, with the central aim of promoting both academic success and social integration. This broad range of measures is intended to address the full spectrum of educational and socio-emotional needs that may arise. Because a student may require different types of support at various points in their schooling, these measures are flexible and based on individual circumstances rather than being limited to specific student groups.

When a student has been formally identified as having Special Educational Needs, the school's academic team—which includes the School Counselor, Principal, Academic Leader, and the student's teachers—may recommend an appropriate Individual Education Plan (IEP) following consultation with the family and any external specialists involved.

If the proposed adaptations represent a significant departure from the standard requirements of the IB program, the School Counselor and Program Coordinator will discuss the implications with the family in advance.

Once an IEP has been formally established, the School Counselor and Academic Leaders will inform the student's homeroom teacher and share the plan with all relevant subject teachers. The Academic Leaders and School Counselor will provide guidance and support to teachers during the implementation of the IEP.

Student progress is reviewed on a regular basis, and the goals and strategies outlined in the IEP are adjusted as needed.

Students enrolled in the High Performing Athletes Program, a program designed to offer academic flexibility to athletes who compete during the school year, will also be supported through an IEP framework.

9. The Role of the Faculty

A coherent action plan regarding attention to diversity in the school requires significant and strong commitment from the teaching staff. Faculty involvement is grounded in both experience and ongoing professional training. In the same way, the engagement of the Counseling Team must be actively supported by the Leadership Team through targeted training opportunities and the

promotion of continuous improvement initiatives within the school.

Responsibility for addressing student diversity rests with the entire school community. All staff members contribute their perspectives and professional expertise, both in planning and organizational processes and in the implementation of any support measures that may be required. Within this structure, it is important to highlight the specific role of the management team in overseeing and coordinating all processes related to supporting the full range of learners, as well as the central role of the coordinators as the final point of responsibility for matters related to inclusion and diversity.

This work is further supported by the Counseling Team, which provides guidance, makes recommendations, and advises the Leadership Team and teaching staff on both organizational and academic matters in order to respond effectively to the needs present within the school.

10. Inclusion and Learning

The organization and content of all curricular components must reflect an inclusive approach, seeking to embrace the full range of differences present within the classroom:

- Designing learning experiences that allow for varying levels of skill development, while maintaining high expectations aligned with each student's individual potential.
- Building on the strengths and existing abilities that students demonstrate in order to further develop their capacities, recognizing that procedural and attitudinal learning is as important as conceptual understanding for achieving balanced growth.
- Integrating goals and content related to sociocultural and personal diversity, fostering an appreciation of differences and contributing to a more positive and respectful classroom environment.
- Coordinating the work of different academic departments to establish shared objectives and consistent assessment standards.
- Implementing a variety of teaching methodologies that encourage the active participation of all students from an inclusive perspective.
- Attending not only to cognitive development but also to the socio-emotional dynamics of the group, promoting healthy self-esteem and mutual respect.
- Choosing formative assessment practices that focus on learning processes, progress toward objectives—whether standard or adapted—and the type of instructional support each student requires.
- Reviewing teaching practices, and in particular the measures designed to address diversity, in order to evaluate their effectiveness, identify challenges, and propose areas for improvement.

11. Other Aspects that Favor Attention to Diversity

- Strengthen students' moral development and emotional intelligence through intentional teaching practices.

- Encourage continuous self-reflection among teachers and the regular adaptation of instructional strategies.
- Establish tutoring and guidance as core strategies for promoting inclusion and respect for diversity.
- Provide systematic professional guidance and mentoring for educators.
- Hold regular collaborative meetings among teaching staff to share concerns, monitor situations, and coordinate appropriate interventions.
- Maintain ongoing communication and cooperation with families and external specialists in order to better understand students' home contexts and provide consistent support.
- Design and implement enrichment and extension programs that are developmentally appropriate for each age group.
- Introduce structured programs focused on developing students' social and interpersonal skills.
- Promote collaborative teaching models as a standard practice within the school.
- Create comprehensive school-wide programs for conflict prevention, intervention, and resolution aligned with the school's educational mission.

12. Meetings Regarding SEN Students

All students identified with special educational needs (SEN) are systematically monitored, and dedicated review sessions are held throughout the academic year to evaluate their progress and update their Individual Education Plans (IEPs).

Prior to the start of each academic year, the school's Counseling Department will organize IEP coordination meetings for each program (PYP, MYP, and DP) to review existing SEN cases and ensure continuity of support.

To ensure effective communication and coordinated practice, SEN-focused professional meetings will be held at least once per term. These sessions will provide teachers with practical strategies for classroom support, while program coordinators will communicate any required accommodations, such as additional time or modified assessments.

Throughout the academic year, regular meetings will be conducted with families and external specialists to strengthen collaboration and ensure that students receive consistent, high-quality support across school and home environments.

13. SEN Students at MYP and DP Level

- The procedures outlined above apply across all sections of the school. The same identification and support processes are followed for students with suspected or confirmed special educational needs (SEN) in the MYP and DP.
- In addition to the school's internal procedures, the School Counselor and Program Coordinator will follow the IB guidelines on inclusive access outlined in the following official publications to ensure fairness and consistency in the implementation of special arrangements: *General Regulations: Diploma Programme* (2014) and *Diploma Programme: Candidates with Assessment Access Requirements* (2014)
- The Program Coordinator is responsible for submitting applications for special assessment arrangements within the required deadlines and for supporting both families and students in completing and submitting all necessary documentation.
- Any approved assessment accommodations must be applied consistently in both daily classroom activities and formal examination settings, in accordance with IB regulations, and must reflect the student's typical way of working. Assessment tools used across programs may include CAT4, ITPA, or WIDA, as appropriate.

14. Gifted and Talented Students

Through differentiated instruction and student-centered learning experiences, Turtle Bay International

School seeks to provide appropriate challenge and enrichment for high-achieving, gifted, and talented students, enabling them to work at their own level and pursue their interests in meaningful ways.

To maintain motivation and prevent disengagement, teachers are encouraged to set higher expectations and more ambitious learning targets for these students, rather than simply assigning additional quantities of the same work.

Buddy programs and peer mentoring initiatives may also implemented to expand learning opportunities, foster collaboration, and support the academic and social development of gifted and talented learners.

15. Confidentiality

- Turtle Bay International School is committed to safeguarding student privacy and ensuring that all personal and educational information is treated with confidentiality, care, and respect.
- All teachers and staff are required to protect the confidentiality of student information and may share it only with relevant teaching staff, designated family members, and authorized specialists directly involved in the student's support.
- Individual diagnoses and sensitive records are not disclosed within the school community unless explicit written consent has been provided by the student's family.

16. Policy Development, Revision, and Availability

This policy was developed under the supervision of the Pedagogical Leadership Team in January 2026.

Responsibility for the policy review and revision process rests with the School Counselor, Principal, Academic Leaders, and other stakeholders.

In accordance with guidelines outlined in official IB publications, the School Counselor and Pedagogical Leadership Team collaboratively draft the policy. When the draft aligns with IB standards and the school's mission and vision, it is circulated to teachers for feedback, and revisions are made accordingly.

For the first two years, the policy will be reviewed annually and either reaffirmed or revised as necessary. Each updated version will be reviewed and approved by the School Counselor, Principal, and Academic Leaders before being published on Toddle and the school website. Thereafter, the policy will be reviewed on a rotating cycle at least once every two years.

The most current version of the policy is made accessible to all stakeholders through the school's website.

17. Bibliography

- General Regulations: Diploma Program (published 2014)
- Diploma Program: Candidates with assessment access requirements (published 2014) SEK International School Ciudalcampo. (2021). Inclusion Policy.
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  World International School of Torino. (2019). Inclusion Policy.