

Inclusion Policy for the IB Diploma Programme at Deutsche Schule Izmir

I. Preface

Deutsche Schule Izmir is a school for all children.

Since our founding in 2008, we have worked to make sure that all students, no matter their background, can learn and grow with us. Our school's guiding principle, written in 2010, is clear: "We support every child in their development."

Our students come from different countries, cultures, and social backgrounds. They have different talents and interests. All of them are included equally in school life and learning. Through strong partnerships between students, teachers, and families, we help each child reach their personal goals and achieve the best qualifications possible. For us, inclusion is not about if we should include all students, it's about how we do it. Since the UN Convention on the Rights of Persons with Disabilities was signed by the German government in 2008, we have seen inclusion as a practical responsibility.

At Deutsche Schule Izmir, we see diversity as a strength. That's why we chose the motto for our inclusion concept: **"we with everyone"**.

As a school with its own day-care center and inclusive teaching structure, we have always focused on how students can learn together. Over the years, we've put many support systems in place, especially for inclusive classroom teaching. We follow the quality framework of the German federal and state governments for schools abroad, which continues to guide our work today.

This inclusion policy helps organize and clarify the structures and strategies we already have in place at Deutsche Schule Izmir. It also shows where we can grow, and how we plan to keep improving through regular evaluations. Our goal is to have a reliable and shared agreement across the whole school community.

We aim to:

Involve everyone in the school, teachers, students, staff, and families, in supporting each child's learning and development, And ensure that the needs of all children are reflected in what and how we teach.

At Deutsche Schule Izmir, we believe that inclusion benefits all students, not just those with special needs. Studies show that all learners, including those without disabilities, gain socially and academically in inclusive classrooms.

II. Definition and Objectives

II.1 General Definition

Inclusion reflects the value of diversity. It offers the opportunity to make schools more student-centered and supportive for all. Inclusive education places each individual learner at the center and ensures that no child is excluded on the basis of ethnicity, religion, social background, language, nationality, gender, learning ability, or disability. An inclusive school is, by definition, a school for everyone, a place where all children are recognized in their uniqueness, supported according to their needs, and given access to meaningful learning opportunities (cf. ZfA: „Hinweise für die Erstellung eines Inklusionskonzeptes“ Bonn, 2015).

II.2 Inclusion at Deutsche Schule Izmir

At Deutsche Schule Izmir, inclusion means recognizing and valuing the diverse backgrounds and abilities of our students. Every child is an equal part of our school community, fully involved in both school life and learning processes.

We view diversity not as a challenge, but as a strength, something that enriches our educational environment and helps us grow as a community.

II.3 Basic Objective

The goal of Deutsche Schule Izmir is to ensure that every child is supported in reaching their full potential, both in personal development and academic achievement. Depending on each student's level and pace of development, appropriate support and encouragement are provided to meet their individual needs.

To achieve this, we prioritize close and trusting collaboration with parents and guardians. Our inclusion approach is continuously evolving. We regularly review and adapt our concept to reflect the changing needs of our school community. In doing so, we draw on established frameworks such as the Index for Inclusion (Booth and Ainscow), which guides our planning and practice.

III. Existing Structures for Inclusion at Deutsche Schule Izmir

III.1 Agreements and Support Systems

III.1.1 Binding Agreements

- a) Our framework supports children from a wide range of social backgrounds and talents learning together, and this principle is firmly embedded in our school culture.
- b) The school's mission statement, developed collaboratively by students, parents, and teachers, affirms our commitment to inclusion by highlighting that "every child's development" is actively encouraged.
- c) According to current admission regulations, Deutsche Schule Izmir enrolls students with German citizenship. Within this framework, the school continues to promote inclusion by supporting families through income-based tuition fee reductions.
- d) Individual learning profiles are created in the subjects German, Biology, and History.
- e) If a student is not promoted to the next grade level, a support plan must be created to outline further steps and support strategies.
- f) As a full-day school, we offer students additional opportunities to address their individual learning needs and develop their strengths. They benefit from a broad range of compulsory and elective subjects, with the option to choose courses at Higher Level (HL) or Standard Level (SL).

III.1.2 Existing Support Systems

- a) Inclusive education requires teaching that uses different goals and methods. At Deutsche Schule Izmir, the curriculum includes at least 25% cooperative learning, supporting inclusive teaching practices.
- b) Regular class observations by colleagues, either in pairs or small groups—help strengthen inclusive teaching across the school.
- c) Structured student-teacher feedback is a regular and important part of teaching at Deutsche Schule Izmir and supports continuous improvement.
- d) Team meetings, as well as school conferences, are used to develop support plans and ensure that each student is included through shared planning and communication.
- e) Elected liaison teachers help maintain structured and ongoing communication between students and staff.
- f) Teachers have access to regional and nationwide training opportunities that offer further education in inclusion and support strategies.

III.1.3 Development of Learning Profiles

A structured process for creating learning profiles has been established at Deutsche Schule Izmir since May 2025. The procedure includes the following steps:

- The student questionnaire is completed independently by the students (see appendix).
- The learning profile is created using the official template, in collaboration with the IB team (see appendix).
- Each teacher reviews the measures and provides feedback using the designated form (see appendix).
- If necessary, the learning profile is adjusted or updated.
- A follow-up discussion including evaluation is conducted.

A learning profile can only be created when there is clear and open communication between the subject teacher and the student. It is the responsibility of the class

teacher to document observations and adapt them according to the student's current level of learning.

III.2 Requirements

III.2.1 Requirements in the IB

a) Spatial requirements

- Classrooms that are well-equipped, bright, and welcoming
- Fixed classrooms, separate from the lower grade levels.
- Laboratories for science subjects
- Arts and music room with a stage
- Library
- Computer room
- Gym, changing rooms and swimming-pool
- Schoolyard used as an extended learning space for active lessons
- Playground and soccer field as areas for social interaction and physical activity

b) Personnel requirements

- Qualified teachers for the IB
- Regular IB meetings and class conferences for collaborative planning and reflection
- Team teaching

III.2.2 Compensation of Disadvantages in the IB Final Exams

a) Requirements

Students with special educational needs may receive disadvantage compensation, based on an individual decision. This can include:

- Organizational adjustments within the school
- Technical support or tools
- Assistance from educators or special education staff
- Adjusted teaching methods or materials
- Adaptations in how performance is assessed

The application for disadvantage compensation must be submitted online to the IBO by the IB DP coordinator at least six months before the examination date. The request must be supported by relevant documentation, which includes:

Medical or psychological reports issued by licensed professionals such as psychologists, social workers, or general practitioners

Educational evidence, such as teacher assessments and classroom observations provided by the school.

b) Possible Access Arrangements for Final Examinations:

To ensure fairness during final assessments, the IB authorizes access arrangements when a student's learning, physical, or psychological condition prevents them from demonstrating their abilities under standard conditions. Access arrangements must be based on documented need and must not give an unfair advantage.

Depending on the student's needs, authorized arrangements may include:

- Modified exam materials (e.g. enlarged print, Braille, simplified language)
- Additional time (up to 50% more)
- Use of writing aids (e.g. computers with spelling assistance)
- Assistance with reading (e.g. a human reader or reading software)
- Communication support (e.g. sign language interpretation)
- Use of a calculator in non-mathematics subjects
- Practical assistance for students with physical disabilities

These measures aim to allow students to demonstrate their knowledge and skills under equitable conditions, in line with IB guidelines. Examiners must not be informed of a student's personal, medical, or psychological background in any way.

c) [Counseling Concept of the School Psychological Service \(start 2020/21\)](#)

At the beginning of each school year, the school psychologist introduces their areas of responsibility in class-based discussion groups. During these sessions, students are informed about the support services available and are encouraged to reach out when needed.

Students may consult the School Psychological Service in the following situations:

- Learning difficulties
- Emotional concerns
- Social challenges
- Personal or family crises

In addition, the school psychologist conducts an annual seminar on stress and anxiety management, typically at the start of the academic year (e.g., in the first semester of DP1 and again in the first semester of DP2). For students who require learning support, the psychologist may also provide in-class social and emotional support, as appropriate and in coordination with the teaching team.

IV. Evaluation and Monitoring

IV.1 Principles

At Deutsche Schule Izmir, individual support measures are guided by the specific needs of each student. We distinguish between:

- a) *Students with special educational needs*
- b) *Students with additional special support needs*

To ensure high-quality inclusive education, the implementation and impact of all support measures are regularly reviewed and evaluated.

The following principles guide this process:

- a) The school principal is responsible for making sure that the inclusion measures and evaluation procedures are properly followed.
- b) All general support strategies, newly developed or updated support plans, and existing systems at Deutsche Schule Izmir are regularly checked to ensure they are effective and adjusted if needed.
- c) Various tools are used for evaluation, including: Analysis forms (see appendix) Checklists Conversations with students, parents, and teachers A review of student performance The tools are selected according to the specific type of support being assessed.
- d) Based on the results, next steps are planned to continue and improve the inclusion process.

IV.2 Measures and Responsibilities

Abbreviations used: HT – Headteacher CT – Class Teacher ST – Subject Teacher
KD – IBC – IB Coordinator IBT- IB-Team

Systemic Measures	Responsible Role(s)
The inclusion policy and support plan templates are stored in the internal "Regulations" folder of the Deutsche Schule Izmir. This folder is accessible to all staff and shared during teacher onboarding.	HT
All learner profiles and individual questionnaires are kept in the student files.	IBC, IBT
The learner profiles are regularly evaluated and further developed to ensure the individual support of the students.	IBC, IBT
Once the support measures have been reviewed, support plans may be updated and discussed with parents.	ST, CT, IBC
Regular team meetings take place with the IB team to provide an overview of students receiving inclusive support.	CT, ST, IBC

Lists of students with special educational and additional needs are compiled.	HT , IBC
Professional development of staff regarding inclusive education is organized at regular intervals.	HT, CT, ST, IBC
Transfer and handover procedures are checked and implemented as necessary.	HT, CT, ST, IBC
Evaluation Measures	Responsible Role(s)
Determination of the number of students with current support needs.	CT, ST, IBC
Determine the number of students with current support plans.	CT, ST, IBC
Assess whether individual learner profiles have improved student development.	ST
Assessment of whether the inclusion concept's systemic measures are effectively supporting students, based on feedback from teachers, students, and parents.	HT, CT, ST, IBC
When a new student is admitted, a meeting with the parents takes place to discuss existing support plans and to obtain relevant information from the previous school.	HT, IBC

V. Commencement

This inclusion concept of the Deutsche Schule Izmir was originally developed by the school's educational team with the involvement of the entire school community.

This revised version was updated on May 26, 2025 by the IB coordination and teaching team, considering the current structure and needs of the school.

Appendix I:

Student Questionnaire for Creating a Support Plan

Preparation of a Support Plan

Achieving Goals Together

Goals help us move forward in school and in everyday life. Sometimes, however, planning and reaching those goals can be challenging.

A support plan is there to help you and your teachers work together to achieve the goals that are important to you.

It is especially important that you understand what helps you learn, what you find difficult, and what you want to achieve.

Your name:

1. What would you describe as your strengths? What are you good at?

2. How do you study best?

- ☐ I study best when I can **listen**.
- ☐ I study best when I can **see a picture**.
- ☐ I study best when I can **read a text**.
- ☐ I study best when I can **move around**.

3. What kind of class helps you study best?

- ☐ I study best **alone**.
- ☐ I study best **with a partner**.
- ☐ I study best **in a group**.
- ☐ I study best **with a teacher**.

- 4. What makes it hard for you to study or concentrate at school?**

- 5. What is a goal you would like to achieve at school soon?**

- 6. What can help you achieve this goal? (e.g., certain people, tools, or even rewards.)**

- 7. What can you do yourself to reach your goal?**

Appendix II:

Mandatory Support Plan Template

Support plan for: _____

1. Student data

Date of birth:	xx.xx.xxxx	First language:	xx
Current grade:	x	Current family language:	xx
Medical and/or special educational diagnostics and recommendations (if available; with date):			

2. Details for the course of the support plan

Date of the support plan:	xx.xx.xxxx	Serial number of the support plans:	Nr. x
Participants in the support plan:	xy,xy,xy,xy...		

3. Strengths and resources of the student

Xxx

4. Educational action plan

Support area	Aim	Measures	Responsibility	Reflection and evaluation instruments



5. Suggestions for modes of a disadvantage compensation

Subject	Measures in the context of a disadvantage compensation

6. Agreements with the parents and the student

xxx

7. Date of the planned next meeting

xx.xx.xxxx

8. Supplements

Xxx

Place, date:

Signature of the parents/legal guardians:

Signature of the student:

Signature of the school representative:

Appendix III:

Analysis Sheet for the Application of Support Plans

Student:

Date of the support plan:

Analyzing teacher:

1. Support goal

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The goal was...	not reached at all.	was somewhat reached.	was partly reached.	largely reached.	completely reached.
(please check):					

2. Short description of the change of behavior

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3. Applied support measures

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4. Reflection of the support measure

The application of the measure...	took place as planned.	took partly place.	was modified.	did not take place at all.
(please check):				

5. Evaluation of the support measure

The support measure was...	successful.	partly successful.	not successful.
(please check):			

6. What reasons were the decisive factors for the type of implementation or the achievement of goals?

7. Decision on how to proceed

(please check):	Completion of the measure	Continuation of the measure	New attempt at implementation	Alternative measure

8. Description of the alternative measure (if applicable)

9. Supporting conditions for implementation

10. Obstacles to implementation

11. Possible approach for coping

Place, date, signature