



GKV Cemil Alevli College Special Educational Needs Policy

Philosophy

Gaziantep College Foundation Private Schools believe that every student has the right to a quality education. We are committed to accommodating students who have special needs, whether those needs be due to physical limitations, learning disabilities, or highly gifted abilities, in order to ensure that all students have fair access to learning.

Identification and Accommodation of Special Needs

The requirements for admission to Cemil Alevli College are designed to maximize success in the IB Diploma Programme, and are initially based on standardized test scores. This examination is not intended to screen out students with physical disabilities, certain types of autism spectrum disorders, mental disorders, or variations in learning styles. Such special needs, if brought to the attention of the school administrators, can be addressed in the admissions process.

Any eligible student whom we believe to have the maturity, integrity and academic commitment to perform the required tasks of the IB DP—albeit with special assistance—will be accommodated as needed, including, but not limited to:

1. Sign language interpreter(s)
2. Readers for blind students (they may be other students)
3. Braille reading materials
4. Voice-activated computer software
5. Captioned or subtitled video materials
6. Building modifications as necessary for access to learning areas by wheelchair*
7. Special testing facilities, reading assistants, and/or extra time allowances
8. Special tutoring
9. Differentiated learning activities within the curriculum and the classroom

* Since the authorization visit, a wheelchair lift has been installed at the main entrance to the schools.

Collaborative Planning and Reflection

With regard to the special needs student(s), teachers and administrators must allow additional time and resources for working together to implement the necessary systems, identify key areas of support, design appropriate forms of assessment, and reflect on what works and what does not. Effective and frequent communication with the special needs student(s), peers, other teachers, and parents is a necessary function of the learning process for all concerned.

IB Assessments

The IB Coordinator will inform the IBO using the appropriate D1 forms and providing the necessary documentation of the special needs. The IB Coordinator will await the decision of the IBO, inform the students, parents and teachers involved, and proceed as directed.