

Astana Bilim Innovation Lyceum

INCLUSIVE EDUCATION POLICY

INTRODUCTION

Astana BIL acknowledges the diverse learning needs of all students and advocates for the provision of suitable conditions to allow them to showcase their abilities based on their individual interests. Recognizing this diversity, both students and teachers require a diverse array of strategies and the flexibility to adapt timing and approaches to achieve common educational objectives. The policy addresses both the structuring and practices of education to cater to the unique learning requirements of diverse students, aiming to offer meaningful and equitable access to the curriculum. Inclusive education entails actively addressing the needs of individuals rather than allowing them to be marginalized (IBO, 2009; 2010; 2013). Implementing this policy is expected to foster the enhancement of academic and social skills, boost self-esteem, and cultivate more positive relationships among students within the community, while also fostering the professional and personal development of teachers.

TERMS

Inclusion – an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO, 2010).

Differentiation – the process of identifying, with each learner, the most effective strategies for achieving agreed goals. Differentiation requires a deep understanding of the way learners work, either alone or with others, based on their individual needs and goals, not just on a single dimension of ability (IBO, 2010).

Learning support requirements – support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. These include technical and other aids as well as medical social and other services, which are indispensable for the development of educational programs for children with learning difficulties (IBO, 2009; 2014).

Psychological and pedagogical support – A comprehensive, structured, and coordinated effort by specialists to establish socio-psychological and pedagogical conditions conducive to the successful learning and development of every child based on their individual abilities and needs.(MoE, 2011).

Child with limited abilities – a person under the age of eighteen years, with impairments and persistent disorder of body functions, caused by diseases, injuries, their consequences, defects , leading to restriction of life and the need for his/her social protection (Parliament, 2002).

Limitation of life activity – a full or partial loss of the ability of a person to exercise , or self , to move independently , navigate, communicate, control their behavior , learn and engage in employment (Parliament, 2005).

Physical limited ability – a persistent disturbance in the development and (or) the functioning of organ (s), requiring long-term social, medical-correctional and educational support (Parliament, 2002).

Mental limited ability – a temporary or permanent lack of the development and (or) the functioning of the human psyche, including the impact of sensory impairments; speech disorders; emotional and volitional disorders; effects of brain trauma; mental disabilities, including mental retardation; mental retardation and related specific learning difficulties (Parliament, 2002).

Special correctional organization – an organization for children with limited developmental abilities:

hearing impairment (deaf, hard of hearing);

visual impairment (blind, visually impaired);

musculoskeletal and physical challenges;

with speech difficulties;

with mental health issues;

social, emotional and behavioural difficulties;

with complex disorders, including those with deafblindness (Parliament, 2002).

Psychological examination – a determination of the characteristics of mental status and potential mental development of children (Parliament, 2002).

Social examination – a determination of the degree of social failure, which may be due to the limitation of physical independence, mobility, an ability to engage in normal activities, economic independence and an ability to integrate into the society according to the age norms for school-age children (Parliament, 2002).

Medical examination – a determination of the kind, severity of the disorder (lack of) function(s) of a particular organ or the whole body, causing the limitation of life of children (Parliament, 2002).

Pedagogical examination – a determination of the characteristics of children's intellectual development and their potential for game activities, education and communication according to the age norms for school-age children (Parliament, 2002).

Professional diagnostics – a identification of potential opportunities for children to assimilate the skills and performance of work or profession, taking into account the existing mental and (or) physical disabilities (Parliament, 2002).

Adverse circumstances – circumstances defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, disruption during examinations or events that may threaten the health or safety of candidates. A group of candidates or all candidates within a school may be affected by these. Adverse circumstances do not include faults on the part of the school and the failure of candidates to enhance performance in spite of getting authorized inclusive assessment arrangements (IBO, 2011).

Invigilator – a person, or persons, responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest (IBO, 2009).

Incomplete assessment – a situation when a DP candidate has not submitted one or more components of the assessment requirements in the subject or an MYP Certificate or MYP Course Candidate has not completed one or more assessments for which they were registered (IBO, 2011).

Assessment component – a division of each DP subject into assessment components, e.g. paper 1, paper 2 and internal assessment (IBO, 2009).

Exceptional circumstances – circumstances that are not commonly within the experience of other candidates with assessment access requirements. The IB reserves the right to determine which circumstances qualify as "exceptional" and therefore justify a particular inclusive assessment arrangement (IBO, 2009).

Inclusive assessment arrangements – changed or additional conditions during the assessment process for a candidate with assessment access requirements enabling him or her to demonstrate his or her level of attainment more fairly with no intention to compensate for any lack of ability (IBO, 2009).

A candidate with assessment access requirements – a candidate who requires access arrangements in assessment conditions to demonstrate his or her level of attainment (IBO, 2009).

Giftedness – a system quality of the psyche that develops during the life and determines the possibility of achieving by a person higher (unusual, uncommon) results in one or more activities compared with other people (Rapatsevich, 2001, p. 572).

Gifted child – a child who stands out with bright, obvious, sometimes outstanding achievements (or has internal preconditions for such achievements) in one or another activity (Rapatsevich, 2001, p. 572).

Talent – a high level of skills of the individual in a particular activity, his or her giftedness, when they reach the level of character traits (Rapatsevich, 2001, p. 572).

Rationale

To ensure the holistic development of all students admitted to the school in accordance with the admission policy, with the aim of preventing gaps and disruptions in their progress.

Objectives:

- Establishing a comprehensive support system that offers ongoing feedback to address the diverse learning needs of students, enabling them to realize their full potential.
- Developing a strategy to monitor the academic progress of students facing learning difficulties throughout the academic year.
- Providing families with advisory, educational, and other forms of support to facilitate their involvement in their child's learning journey.
- Enhancing the scientific and methodological support for diagnosing, educating, and nurturing children with various learning needs.
- Improving the organizational and psycho-pedagogical conditions within the school to cater to the diverse learning requirements of students effectively.

PRINCIPLES

- 1) equal rights and access to children for education and support;
- 2) legality, humanity, respect for human rights and the prohibition of discrimination on basis of disability, race, ethnicity, age, gender and alike;

- 3) continuous differentiated support of a child's development in the education process through an individual, complex, interdisciplinary approach to child's needs;
- 4) variability and freedom to choose ways, methods and forms of implementation of the strategic educational ideas;
- 5) collaboration with families and social entities in the process of teaching and up-bringing their children providing a unified educational space;
- 6) continuous update of objectives, content, approaches and methods of teaching children with different learning requirements (IBO, 2009; 2010; 2011; 2013; 2014; Parliament, 2002; Parliament, 2005; MoE, 2011; LADE, 2010).

IDENTIFICATION OF LEARNING NEEDS

Physical and mental ways of perception and understanding of information may vary from a student to a student calling for identification of different learning requirements. Students may have various significant challenges which do not necessarily reflect their cognitive abilities. Students may be globally gifted, gifted in specific areas or indeed be gifted in some areas but still have learning difficulties in other areas (IBO, 2013).

Various diagnostic tools are tested and implemented in order to identify educational needs of children. Results of recent research on the nature of learning diversity are taken into account. The latest technology is utilized to determine different needs of children. Educators also diagnose different learning requirements of children using their experience of working with students (LADE, 2010).

Students with disabilities are allowed to study at Astana BIL on the basis of decision of psycho-medical-pedagogical counseling and according to specially designed individual curriculum (Parliament, 2002).

NOTE: According to Kazakhstan legislation, a disability group is established from the age of sixteen by territorial subdivisions of the authorized body in the field of social protection through medical and social expertise (Parliament, 2005).

PROVISION OF SUPPORT TO THE SCHOOL COMMUNITY

a) LEARNERS

- in-depth and comprehensive examination of children in order to identify the characteristics of their intellectual development and determine their learning requirements to select the type and form of up-bringing and education;
- psychological-pedagogical support and correction of gaps in learning;
- help to the child in solving topical objectives of development, learning, self-determination, and self-knowledge as well as socialization among peers and adults;

- development and determination of the content of correctional-developmental lessons based on the level of intellectual development, individual differences and capacities of the child, not just on his/her age;
- establishment of study groups for teaching and developing all children in accordance with their different interests and abilities;
- provision of the participation of **all** children in educational, sport, artistic competitions or competitions of different levels and appointment of personal awards for children – the winners, the authors of scientific discoveries, etc.;
- organization and conduct of various levels of subject Olympiads, competitions, conferences and other events for children in accordance with their different learning requirements;
- promotion of professional self-determination and labor education of a student and his or her professional diagnostics with the account of his/her interests, abilities and opportunities;
- provision of psychological, educational and technical support of the development of students with disabilities based on the recommendations of the psychological-medical-pedagogical consultation;
- conduct of psychological correctional work with the children to eliminate the identified deviations:
 - children, who have emotional disorders, have classes on social and emotional development;
 - children, who experience difficulties in communication, have lessons on building communication skills;
 - children, experiencing behavioral problems, have classes normalizing behavioral responses (Parliament, 2002; MoE, 2011; LADE, 2010).

b) Teachers AND Homeroom teachers

- Offering guidance for interacting with children who have diverse educational requirements;
- Providing psychological assistance for educational and nurturing initiatives;
- Establishing collaborative teacher groups to develop and oversee student learning processes, and if needed, to develop specialized materials.(MoE, 2011; LADE, 2010).

c) PARENTS

Providing training sessions on the characteristics, objectives, and learning and assessment processes of the IB programmes; Aiding families in addressing current developmental goals, learning, and socialization needs of their children, and teaching them effective techniques and methods for educating and nurturing their children at home; Educating parents about the concept of giftedness in children and methods to support and nurture it; Offering counseling and psychological support to families with children facing learning difficulties; Engaging with parents through various methods to enhance their psychological and pedagogical

competence, foster a positive parental attitude towards their children, and encourage active involvement in their upbringing within the family:

- Individual interviews and consultations;
- Parental workshops;
- Open house events;
- Seminars and other related activities. (Parliament, 2002; MoE, 2011; LADE, 2010).

PROCESS OF LEARNING

Astana BIL emphasizes a personalized approach to each student, tailoring teaching methods accordingly and offering individualized teaching plans when needed. The school provides diverse opportunities for students to explore and develop their talents. Extracurricular activities play a significant role in addressing additional academic needs. Furthermore, there is ongoing evaluation, testing, and integration of new educational content designed to cater to various student profiles, giftedness types, and age groups.

Inclusion through differentiation

Inclusive education embraces input from all stakeholders and prioritizes excellence and choice. An inclusive environment is characterized by effectiveness, warmth, inclusivity, health, and protection, while also being sensitive to gender considerations for all learners. In practice, inclusion is achieved through differentiation. Differentiation extends beyond merely compensating for underachievers; it involves collaboratively planning units so that a diverse array of learning approaches is provided by teachers to meet shared goals. This entails offering a range of activities and resources tailored to the goals, methods, skills, and knowledge of individual learners. Curricula are designed to be challenging and engaging, fostering an inclusive learning environment and nurturing life skills, all while considering the diverse capabilities and needs of children. The school adopts a protective and supportive teaching approach, avoiding expectations that surpass the abilities of children with learning challenges and disregarding their specific learning needs. It also refrains from offering education that disregards children's life perspectives and practical needs. Tasks and activities are differentiated based on learners' prior understanding, facilitating the building of new knowledge and learning. Information is documented in learning profiles for future reference, aiding in the planning of differentiation and enhancing teacher practice. (MoE, 2011).

Inclusive environment

Differentiation for students' learning needs and styles is incorporated in collaborative planning and reflection. A "no-disturbance" culture and distraction-free learning environment are created with respect for each student's work space. A calm, positive and supportive classroom climate is developed through appropriate challenging of students, and expectations of them are high but realistic. Students are cared for, trusted, understood, valued, listened to, and provided with opportunities to succeed in order to build confidence and self-esteem. All students are involved in decisions about strategies supporting their learning and socialization, have the opportunity to develop the attributes of the learner profile and to understand

themselves as learners. Parents are welcomed into the learning partnership aimed on assisting the students in overcoming difficulties and optimizing learning experiences (IBO, 2010; 2013).

Regular positive cognitive feedback is given to students with meaningful and motivational rewards, praises and prompts. Expectations are reviewed regularly and made explicit, and instructions are given clearly using simple direct language. Students are given a role of responsibility and checked for understanding so no room is left for assumptions. Students are encouraged to ask questions and participate in structured real dialogue. Each skill is taught in different ways and in all the possible contexts. Students are provided opportunities to transfer of skills and discuss feelings, e.g. circle time, personal, social and health education lessons, music, art and drama. Extracurricular activities are created to support additional academic needs and interests of students. Special interests and real-life contexts are also incorporated into teaching activities wherever possible to achieve maximal success and participation (IBO, 2010; 2013).

Differentiation in practice

Teaching instruction and process are differentiated in order to meet students' learning needs and styles and overcome any learning challenges. Teachers provide realistic and achievable tasks to enhance motivation and participation and work with parents to support students with homework and adequate learning environment at home. Practice materials and simplified and recorded texts are provided if necessary. Opportunities to experience the enjoyment of reading and learn a spectrum of genres for writing are provided to develop student learning. If necessary reading is divided into sections and checked for understanding after each section, and extra time for both reading and comprehension is given. Each task may also be broken down into small sections to be completed one by one (IBO, 2010; 2013).

Teachers conduct various tasks and activities to meet interest and activity levels of students and facilitate interaction through inquiry by using games, sharing and turn-taking. Students are allowed to choose activities that meet their own interests. Teachers also provide pre-teaching vocabulary to support new learning and post-practice sessions to consolidate learning. Alternative methods of presentation and assessment like visual support, picture cards, graphic organizers, tape recorders, dictaphones and voice-activated software are used. Spoken language is adapted and alternative ways to explain things are used to match the levels of understanding of students. Different strategies are used to provide better understanding: visual aids, demonstrations, dramatization, small, structured collaborative groups, teacher language, use of mother tongue or best language to develop ideas and initial plans (IBO, 2010; 2013).

Teachers use multi-sensory learning. In order to support special learning requirements of students access to a range of print that has optimal size print, offers good contrast and layout and targets other senses to reinforce learning is provided along with tactile materials such as three-dimensional materials (maps and diagrams), embossed text, coloured papers, pens, filters, overlays. Seating is arranged taking into account the lighting. Information and communication technology (ICT) support student learning giving opportunities for distance and online learning, accommodation of individual learning styles, development and practice of higher thinking skills, individual and collaborative investigations of real-life problems, linking up similar students around the world, participation in electronic discussions. Teachers

search for ways to improve access and participation for students at home or in hospital and design action plans considering medical, social and academic needs (IBO, 2010; 2013).

Gifted and talented students

Differentiation is also on place for meeting the learning needs of gifted and talented students taking into account designed teaching and learning models. The learning process is extended and deepened in areas where students demonstrate their giftedness and talent by creating intellectual/creative challenges and opportunities to study at a higher level. The support is provided in areas in which less satisfactory progress is being made. Opportunities to study different and additional areas of interest are given through extracurricular activities, study group, other organizations and universities (IBO, 2010; 2013).

Mobility issues

Students with a range of mobility issues are also supported at Astana BIL. Teachers collaborate with specialists and occupational therapists to provide comfortable and appropriate seating arrangements. Physical access and safety around the school building are provided to keep students away from being bumped into or knocked over. Students are given extra time to complete tasks or move around. Strategies and physical activities are modified to encourage participation and interaction with the rest of the class, e.g. computers, graphic organizers, audio tapes. Teachers place themselves at eye level when talking to students in wheelchairs and keep in contact (email, learning platforms) if a student has to work from home or hospital. Individual developmental program is elaborated and realized for children with significant learning difficulties (IBO, 2010; 2013). Children with significant learning challenges study and stay with their peers during the whole day except for the time they spend on correction work. Despite the lack of their abilities, such children take part in educational work, cultural and entertainment events, sport and other recreational activities with other children (MoE, 2011).

Choice of subjects

IB DP and MYP Coordinators must be aware that some subjects may pose difficulties for certain candidates. Therefore, careful consideration is given to a candidate's choice of subjects. The subjects chosen should allow students to display their strengths and empower them as learners. Schools may consult with the IB Assessment centre before confirming a candidate's subjects (IBO, 2009).

PROCESS OF ASSESSMENT

Standard assessment conditions may put candidates with special learning requirements at a disadvantage by preventing them from demonstrating their level of attainment. Hence, assessment is diversified and made relevant to the student's learning requirements. The purposes and outcomes of the assessment process are made explicit to all (IBO, 2009; 2010).

Inclusive assessment arrangements

There are inclusive assessment arrangements to meet special learning requirements that the school can provide without prior authorization from the IB and arrangements which need to be authorized by the IB before taking place in the school. The inclusive assessment arrangements are carefully planned, evaluated and monitored in order to take away the disadvantage caused by the candidate's learning difficulty as much as possible but not to give him or her any advantage. Decisions on the type of inclusive assessment arrangements are

strictly based only on individual requirements and not on administrative convenience or inconvenience. All requests for authorization of inclusive assessment arrangements by the IB Organization must be made by MYP or DP coordinator following procedures stated in the handbook Candidates with assessment access requirements (IBO, 2009; 2011).

In case when the nature of a candidate's difficulty and/or the inclusive assessment arrangement might disturb other candidates during an examination, the examination for the candidate must be held in a separate room and be supervised according to the IB regulations. All inclusive assessment arrangements are made by the school (IBO, 2009).

Inclusive assessment arrangements for DP Examinations requiring IB authorization

The inclusive assessment arrangements listed below require authorization from the IB Assessment centre and derived from DP Handbook for Candidates with assessment access requirements (IBO, 2009):

- 1) Access to modified papers (Examination papers in Braille, Changes to the print on examination papers, Printing on coloured paper, Modifications to the visual complexity, Modifications to the language of examination papers)
- 2) Access to additional time (10%, 25%, 50%)
- 3) Access to writing (Computers, Word processor, Word processor with spell checker, Speech recognition software, Scribes, Transcriptions)
- 4) Access to reading (Reader, Reading software)
- 5) Access to speech and communication (Communicators, Augmentative communication device)
- 6) Access to calculators, practical assistance and alternative venues
- 7) Access to extensions and exemptions (Extensions to deadlines, Exemptions from assessment)

In case when a candidate has challenges with the requirements for creativity, action, service (CAS) or Service and Action, IB Answers must be consulted. To be awarded the diploma a Diploma Programme candidate may participate in three examination sessions. A candidate with learning support requirements may be allowed additional sessions by IB organization (IBO, 2009).

When adverse circumstances affect a candidate or a group of candidates prior to the submission of the marks for the MYP personal project and any required ePortfolio, the submission deadline may be extended by authorization of the IB Organization upon receipt of the required documentation from the school.

If the IB Organization admits that the performance of a candidate has been affected by adverse circumstances, it may give special consideration to the case upon the request if this would not give an advantage in comparison with other candidates (IBO, 2014).

Inclusive assessment arrangements for DP Examinations without IB authorization

The following arrangements are made by the coordinator (or head of school) in any examinations without prior authorization from the IB Assessment centre and derived from DP Handbook for Candidates with assessment access requirements (IBO, 2009).

1. Conduct of an examination in a separate room in case if:
 - a) it is in the best interests of the candidate or other candidates in the group. For instance, a room with an echo may be challenging for a candidate with a hearing impairment or autism, or lighting may be specially reconsidered for a candidate with a visual impairment;

b) a candidate's condition or the nature of the inclusive assessment arrangement (for instance, a scribe, a computer) may distract other candidates. All regulations regarding IB examinations and the constant supervision of an invigilator must be on place.

2. Appropriate seating may be arranged by the coordinator to meet the needs of individual candidates (for instance, a candidate with vision or hearing difficulties may be arranged sitting near the front).

3. Appointment of an assistant, if necessary a nurse, may be appropriate if this is needed for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

4. Permission to use the aid in examinations by a candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is appropriate.

NOTE: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

5. A communicator may give instructions to a candidate with a hearing condition related to explaining the conduct of the examination and the instructions in an examination paper but not any aspect of a question in the paper.

6. The invigilator or a designated reader clarifies only test directions and the instructions and not the content of the questions to a candidate with difficulties in reading or attention.

7. Candidates with vision difficulties may use magnifying devices including magnifying glasses and line magnifiers to enlarge and read print.

8. Colours in an examination paper may be named for a candidate with colour blindness (for example, on a map in a geography examination). However, other form of assistance may be provided only upon authorization from the IB Assessment centre.

9. The use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens is allowed by a candidate who is hypersensitive to sound. In case a candidate uses an individual workstation, all IB examinations regulations and the constant supervision of an invigilator must be on place.

10. Rest breaks may be allowed by a candidate if necessary due to medical, physical, psychological or other conditions and are not counted towards the duration of the candidate's examination. The security of the examination is ensured by the supervision of rest breaks. Other candidates must not be communicated with, or disturbed. In general, the amount of rest time is recommended to be 10-minutes per hour, although depends on the candidate's conditions and may be pre-determined. During a rest period, the candidate is not allowed to read, respond to the examination paper or write notes of any kind. Candidates may be permitted to leave the room for all or part of the rest breaks, e.g. a candidate with diabetes may need to check blood sugar levels and take medication. In case a candidate's personal examination timetable including rest breaks and additional time is larger than six and a half hours in one day, rescheduling should be requested.

11. The use of a prompter may be allowed to a candidate with attention issues, psychological or neurological conditions. A prompter ensures that a candidate pays attention to the examination by a gentle tap on the candidate's arm or desk/table but not verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. Other candidates should not be disturbed. The coordinator or invigilator may act as a

prompter but do not give any form of assistance, and the IB examination regulations must be maintained. The prompter should be aware of the candidate's behaviour to identify when the candidate is off-task. The candidate should be aware of the kind of prompt to be received from the prompter. The prompter should see the candidate's disposition rather than his/her work so that he/she does not feel as though he/she is under pressure or scrutiny.

12. Additional time may be given to a candidate to complete assignments during the two-year programme (for instance, the extended essay, the theory of knowledge (TOK) essay).

However, in case of requirement to extend the deadline for the submission of work for assessment, IB Answers must be contacted by the coordinator (IBO, 2009).

PROCESS OF SELECTION TO THE SCHOOL

Participating in the competition for state scholarship through government funding of public education grants in the case of identical indicators, the preemptive right is given to invalids of the first and second groups according to Kazakhstan legislation, disabled since childhood, children with disabilities, who are not contraindicated to study in relevant educational organizations according to the conclusion of medical-social expertise (Parliament, 2005).

RIGHTS AND RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

Every member of the psychological-pedagogical assistance team is expected to adhere to professional ethics guidelines, including maintaining confidentiality regarding the outcomes of medical, psychological, and pedagogical assessments, as well as advisory sessions or any other forms of assistance provided. (MoE, 2011).

a) ADMINISTRATION

Responsibilities:

Promoting the development of psychological-pedagogical competence and cultural awareness among staff members. Facilitating collaborative and proactive engagement with families and staff to establish unified expectations. Raising awareness among students, staff, and parents to foster collective efforts in addressing diverse educational needs. Conducting assessments and revising the environment and schedule to identify and eliminate any learning obstacles or risks, and providing space for specialist therapy if required. Employing specialists such as speech therapists when necessary. Maintaining a balance between periods of high demand and rest times. Establishing a supportive network within the school or local community. Identifying and accommodating individual students' needs, and providing suitable teaching and assessment arrangements. Offering inclusive assessment arrangements in advance and ensuring students learn to use them effectively during classroom activities, with support from staff familiar with specialized equipment if needed. Monitoring the effectiveness and efficiency of educational interventions through psychological-pedagogical monitoring. Organizing workshops on differentiation and working with diverse students for all members of the school community, and participating in professional development courses on inclusive education preparation and implementation. Creating opportunities for teachers and homeroom

teachers to participate in conferences on differentiation, giftedness, talent development, and inclusive education to share experiences with colleagues. Organizing interschool workshops, meetings, and conferences to share experiences through presentations and speeches. Coordinating the efforts of all school community members working with diverse students. Designing and implementing safety programs for students and the community. Establishing adaptive and developmental environments to support students' full personal realization and integration of secondary school curricula and inclusive programs. Ensuring appropriate material and technical conditions for physical access and education of children with developmental disabilities, including special equipment, tools, visual teaching materials, and access to information. Equipping specialists' offices with necessary resources for providing psychological and educational support, including correctional facilities, teaching aids, specialized literature, software libraries, and remedial developmental programs. Organizing regular meetings with the inclusive education team and parents to gather feedback, monitor progress, and plan next steps. (IBO, 2009, 2010, 2011, 2013, 2014; MoE, 2011; LADE, 2010).

Rights:

Engaging in partnerships with cultural, scientific, and healthcare institutions to establish a holistic development environment for all children. Collaborating with specialized organizations offering social services, such as social protection institutions and providers of prosthetic-orthopedic appliances, as well as educational services for children with disabilities, including psychological, medical, and pedagogical consultations, correctional workrooms, rehabilitation centers, speech therapy facilities, and other specialized correctional institutions. Connecting with local gifted and talented student organizations to receive support in materials and relevant information tailored to the school's context. (IBO, 2013; Parliament, 2002; LADE, 2010).

b) Teachers

Responsibilities:

Find and allocate resources supporting education with special learning requirements.

Must be aware about factors affecting a student's learning, know how to address the student's needs in the best way, how to differentiate and correspond teaching approaches to the student's need.

Must have knowledge of technology that may alleviate and remove barriers to learning.

Develop a class and school environment that welcomes, embraces, values and uses the diversity of learners cultural perspectives to enhance learning.

Liaise and collaborate with parents to establish understanding of how best to achieve shared goals and consult them on the development of their children abilities in accordance with their capabilities.

Understand students, their psychological functioning and neurological processing, their learning difficulties and use this knowledge to create effective strategies for teaching and care.

Be patient and understanding when learning appears to be inconsistent.

Know and understand all of their students' individual strengths and challenges.

Planning, organizing and conducting educational activities to ensure the broad development of children through the study of their individual characteristics, interests and abilities.

Implementation of educational activities in close contact with the teacher pathologist and other professionals involved in the psychological and educational support.

Adjustment of programs and thematic plans to work with children, including enhanced or facilitated work complexity, creativity, research levels.

Adapting curricula or development and implementation of individual training programs which is adequate to capacities and needs of a child, together with other members of the school community.

Organization of individual work with children.

Preparing all students for various competitions, quizzes, conferences at various levels.

Giving report on differentiation practice in MYP unit planner. (IBO, 2010, 2013; MoE, 2011; LADE, 2010).

Exercise physiologist performs physical education of children with regard of their special learning challenges, physical fitness, individual characteristics and health status, attaches children to a healthy lifestyle, conducts with them remedial work to normalize breathing, to strengthen motor skills and to develop hand-eye coordination, and others. (MoE, 2011).

Rights:

Study the nature of children's talents and inclusive education without making harm to children and following confidentiality rules.

Participation in scientific and practical conferences on different levels of giftedness, talent development to become familiar with the experience of foreign and local colleagues (LADE, 2010).

Responsibilities:

Identify and allocate resources that support education for students with special learning requirements.

Understand the factors influencing a student's learning and employ appropriate strategies to meet their needs effectively, including differentiation of teaching methods.

Possess knowledge of relevant technologies that can help alleviate barriers to learning.

Cultivate a classroom and school environment that embraces and values the diversity of learners' cultural perspectives to enhance learning.

Collaborate with parents to establish shared goals and consult with them on the development of their children's abilities according to their capabilities.

Utilize understanding of students' psychological and neurological processing, as well as their learning difficulties, to develop effective teaching and care strategies.

Demonstrate patience and understanding when learning progress appears inconsistent.

Recognize and understand each student's individual strengths and challenges.

Plan, organize, and conduct educational activities tailored to the individual characteristics, interests, and abilities of children.

Implement educational activities in collaboration with educational support professionals.

Adapt curricula and thematic plans to accommodate the needs of children, including adjusting work complexity, fostering creativity, and promoting research.

Develop and implement individualized training programs suitable for each child, in collaboration with other school community members.

Organize individualized work sessions with children.

Prepare all students for various competitions, quizzes, and conferences at different levels.

Provide reports on differentiation practices in the MYP unit planner.

Rights:

Study children's talents and inclusive education without causing harm and while adhering to confidentiality rules.

Participate in scientific and practical conferences on various levels of giftedness and talent development to learn from the experiences of international and local colleagues. (LADE, 2010).

c) Homeroom teachers

Responsibilities:

- Inform students about available support resources and where they can seek help (IBO, 2013).
- Guide and support students in establishing effective study routines both at school and at home, including time management strategies.
- Inform parents about the principles and practices of inclusive education.
- Coordinate efforts with parents to leverage the family's full potential in the education of children with disabilities.
- Contribute to the development and implementation of correctional-developmental lessons tailored to the child's capacities and needs, collaboratively designed by the psychological-pedagogical consultation team or external support group.
- Participate in planning educational activities in the classroom aimed at realizing students' abilities and meeting their needs and capabilities (MoE, 2011; LADE, 2010).

Rights:

- Access assistance from psychologists regarding inclusive education.
- Participate in scientific and practical conferences on various levels of giftedness and talent development to learn from the experiences of international and local colleagues (MoE, 2011; LADE, 2010).

d) C

Responsibilities:

Maintaining a favorable psychological climate in the collective of education organization.

Selection and implementation of diagnostics tests of students' diverse needs to detect types of giftedness, types of learning support requirements and opportunities for children.

Determination, monitoring and reporting on the effectiveness of psychological – pedagogical support and introduction of appropriate proposals to the administration and certain employees.

Conducting counseling and psycho-correction work (in groups and individually) to address the identified learning requirements and deviations.

Have meetings with specialists and inform other members of the staff about the agreements and recommendations made by the therapists.

Advisory and educational work with parents (speaking at parent meetings, consultations) on how to support children with diverse learning requirements.

Advisory and educational work with teachers (counseling, trainings, educational work) on how to work with students with diverse learning requirements.

Establishment and maintenance of a data bank on children of different types of learning support requirements.

Participation in the development of education and development programs in terms of their psychological validity and adequateness to capacities and needs of a child (MoE, 2011; LADE, 2010).

Work with parents and specialists to create behaviour modification plans so that students can be taught appropriate strategies and given choices, helping them to avoid negative behaviours (IBO, 2013).

Rights:

Study of the nature of children's talents and limitations without harm to children following confidentiality rules.

Participation in scientific and practical conferences on different levels of giftedness, talent development to become familiar with the experience of foreign and local colleagues (LADE, 2010).

e) MEDICAL WORKERS

Responsibilities:

Participate in medical-pedagogical correction work with children who have special learning requirements.

Provide medical service and correction work to children who have special learning requirements.

Participate in formation of data bank on children with diverse limited abilities (MoE, 2011; LADE, 2010).

Rights:

To access information about children from homeroom teacher, teachers, and psychologists if necessary.

f) PARENTS AND OTHER LEGAL REPRESENTATIVES

Responsibilities:

Participate in the development and implementation of individual educational and rehabilitative programs.

Attend academic and correctional-developmental classes.

Liaise with members' of the staff on issues related to students' special educational requirements.

Provide their children with the maintenance, upbringing, education, medical examination, treatment.

Care for their children, protect their rights and interests as well as participate in the implementation of individual rehabilitation program.

Actively participate in the learning process and support the school and inclusive education team following the advices and recommendations.

Promote an adequate learning space to apply studying skills at home (Parliament, 2002; MoE, 2011).

Report about temporary special needs resulting from illness or accident to the IB DP or MYP coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information (IBO, 2011).

If a candidate is provided with inclusive assessment arrangements, his Legal Guardian(s) cannot claim that they are affected by adverse circumstances if assessment results after such arrangements are not at levels desired and/or anticipated by candidates (IBO, 2014).

Rights:

Receive complete and accurate information about the results of remedial developmental and educational process.

To access information about children from homeroom teachers, teachers, and psychologists (MoE, 2011).

g) LEARNERS

Responsibilities:

If a candidate is provided with inclusive assessment arrangements, candidates cannot claim that they are affected by adverse circumstances if assessment results after such arrangements are not at levels desired and/or anticipated by candidates (IBO, 2014).

Put an effort to be successful in learning process.

Rights:

Have the right to be part of IB programme and receive:

- Support and additional aid to overcome learning difficulties
- Free supply of orthopedic products and footwear, prints with a special font, sound-amplifying equipment and alarms, compensatory technical means by medical prescription in accordance with the laws of the Republic of Kazakhstan ;
- education in Astana BIL in accordance with the statement of psychological, medical and educational guidance;
- social protection and integration into society;
- access to social infrastructure;
- access to information;
- education, free choice of activity, including employment;
- support the creative abilities of people with disabilities (IBO, 2009, 2010, 2013; Parliament, 2002; Parliament, 2005).

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