NURORDA ALMATY School-Lyceum LLP

# INCLUSION POLICY

**PYP and MYP · 2026–2027 school year**

*This policy explains how we identify and reduce the circumstances that create barriers to each student's learning, development and participation in school life.*

| | |
|---|---|
| **Document** | Inclusion Policy |
| **Version** | 2.0 — unified edition, 2026–2027 school year |
| **Scope** | All students (Grades 1–4, PYP; Grades 5–8, MYP), families and staff; lessons, assessment, breaks, clubs, trips and the digital environment |
| **Document owner** | The School Director; the Inclusion Coordinator (until one is appointed, a staff member authorized by the Director's order) |
| **Discussed** | Pedagogical Council, minutes No. ___ of ___ _____ 2026 |
| **Approved** | Director's order No. ___ of ___ _____ 2026 |
| **Next review** | May–June 2027 (scheduled); earlier if needed |
| **Related policies** | Admissions Policy, Assessment Policy, Language Policy and Academic Integrity Policy; Child Protection and Safety Procedure |

Approved by: Director _____ / _____

Date: ____ _____ 2026

NURORDA ALMATY School-Lyceum is a candidate school* for the Primary Years Programme and the Middle Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit www.ibo.org.

# At a glance

Inclusion is not only for children with a diagnosis. It means creating conditions in which every child can learn well and take full part in school life.

### The essentials

1. Every teacher plans lessons so that they are accessible to all students. This is the first level of support.
2. If a difficulty persists, the teacher informs the Academic Director in writing, and the support team looks into the situation. You can also go directly to the homeroom teacher, the school psychologist or the Inclusion Coordinator.
3. If needed, the school draws up an individual support plan (ISP) with you. The plan is first reviewed after 6 teaching weeks and then at least once a term.
4. A diagnosis, a disability or a language difficulty is not a reason to refuse admission.
5. A specialist carries out an in-depth assessment only with your written consent. Day-to-day support does not stop while you are waiting for the PMPC conclusion.
6. The school explains to you in writing, in advance, which support is included in the tuition fees and which services are agreed separately.
7. Report discrimination or bullying immediately. The school makes sure the child is safe at once and takes the first action no later than the next working day.
8. Information about the child's health and the support they receive is kept confidential.

## If you have a question

| Question | Who to contact |
|---|---|
| **My child is having difficulties with learning** | Homeroom teacher, then Inclusion Coordinator |
| **Emotional state, anxiety, relationships** | School psychologist |
| **Speech, language and communication** | Speech therapist |
| **Health, medicines, allergies** | School nurse |
| **Individual support plan, access arrangements for assessment** | Inclusion Coordinator |
| **Discrimination, bullying, safety** | Homeroom teacher, school psychologist or school leadership team |

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## 1. Purpose and scope

This policy applies to all students of NURORDA ALMATY School-Lyceum LLP (“Nurorda Almaty”). In the 2026–2027 school year, it covers Grades 1–4, which follow the Primary Years Programme (PYP), and Grades 5–8, which follow the Middle Years Programme (MYP). Grade 9 is planned to open in the 2027–2028 school year.

The aim is to create the conditions for high-quality learning, wellbeing and full participation in school life. In doing so, the school takes into account each student's individual characteristics, strengths and needs. Support is given in lessons, in assessment, during breaks, in clubs, on trips and in the digital environment.

- **What it is based on:** the Constitution of the Republic of Kazakhstan, the Law on Education, the Law “On the Rights of a Child in the Republic of Kazakhstan”, the Personal Data Law, the rules for assessing special educational needs, the rules for the psychological and pedagogical support service, the UN Convention on the Rights of the Child, the International Baccalaureate (IB) documents on inclusion and the CIS International Accreditation Framework (2024).
- The school's private status does not remove the duties placed on it by law. Contracts and additional services must not contradict the law.

## 2. Mission, vision and values

| | |
|---|---|
| **Mission** | By identifying and developing students' abilities, to shape global citizens who embrace human values, constantly strive to improve themselves, and are inquiring and competitive. |
| **Vision** | To bring up every student as a creative person who embraces human values and strives for continuous growth and learning. |
| **Values** | Self-improvement · Collaboration · Integrity · Love |

The school's mission is to identify and develop students' abilities. In line with this, our guiding principle for inclusion is that every child feels a full member of the school community, receives the support they need in good time and reaches their full potential.

| Value | How it shows in this policy |
|---|---|
| **Self-improvement** | Every child moves forward from their own starting point. Goals are specific, and progress is monitored regularly. |
| **Collaboration** | Teachers, specialists, the family and the student themselves plan the support together. |
| **Integrity** | The school is open with the family about its capacity. Support measures are fair and documented. |
| **Love** | The school respects the dignity of every child, blames no one and excludes no one. |

Inclusion develops the IB learner profile attributes of being caring, open-minded and balanced. The IB learner profile attributes develop through learning; they are not a condition for receiving support. Respect for children with different experiences is the foundation of international-mindedness.

## 3. Key terms

| Term | Meaning in this policy |
|---|---|
| **Inclusion** | An ongoing process that widens the participation of all students in learning and school life by identifying and reducing barriers. |
| **Learning support need** | Additional help a child needs in order to learn or to take part. It may be temporary or permanent. |
| **Special educational needs (SEN)** | A term used in law: a need for special conditions in order to receive an education. It is not limited to low achievement or disability. |
| **Learning diversity** | The variety of students' strengths, interests, language experience, pace of learning and support needs. |
| **Differentiation** | Adapting the content, task, resources or way of working to suit the student so that they can reach a shared goal. |
| **Universal design for learning** | Planning lessons in advance so that they are accessible to a range of students: offering several ways to understand information, to take part and to show what they know. |
| **Individual support plan (ISP)** | The school's form of the individual programme of psychological and pedagogical support: goals, types of support, the people responsible and the review date. |
| **Access arrangements** | Changes to the conditions of teaching or assessment (time, place, format, tools). The skill being assessed does not change. |
| **Modification of learning goals** | Changing the expected content or outcome. It is formalized separately in the ISP. |
| **Support team** | The psychological and pedagogical support service: the Inclusion Coordinator, the school psychologist, the speech therapist, the special education teacher (defectologist), the teaching assistant, the school nurse and the relevant PYP/MYP Coordinator. |
| **PMPC** | The psychological, medical and pedagogical consultation. Its conclusion is taken into account in the cases provided for by law. |

## 4. Our beliefs about inclusion

| Area | What the school does |
|---|---|
| **Inclusive culture** | The school recognizes the dignity and uniqueness of every child. It does not allow discrimination against any child on the grounds of language, culture, ethnicity, religion, sex, social status, ability or health. It takes the views of the student and the family into account when making decisions. |
| **Inclusive policy** | The school leadership team systematically checks for barriers in admission, teaching, assessment and participation in school life. Each measure has a person responsible, resources and a deadline. |
| **Inclusive practice** | Teachers build on students' prior experience and explain tasks step by step. They vary how content is presented, how students take part and how they show what they know. |

- Inclusion is the shared responsibility of all staff.
- Support does not separate a student from their classmates without good reason, and it builds the student's independence.
- A student is not considered to have special educational needs simply because they are learning the language of instruction. They receive language support in line with the Language Policy. Under national rules, the school may organize additional lessons to help them overcome the language barrier.
- Temporary circumstances (such as illness or a tragic event) are treated as temporary circumstances, not as a learning support need. Task deadlines and workload are adjusted in line with the Assessment Policy. Once the school is authorized, the IB's rules on adverse circumstances apply to work assessed by the IB.

## 5. How we identify support needs

The aim is not to place the child in a category, but to identify their strengths, the circumstances that create barriers to their learning, and the support that will help. The school gathers information from the teacher's observations, samples of work, the views of the student and parents and, where available, previous reports. No single test or diagnosis determines the decision.

| Need | What the school does | Who is involved |
|---|---|---|
| **Social, emotional and behavioural** | Observes the environment, relationships and workload; gives short-term support. A change in behaviour is not grounds for a diagnosis. If a child is in immediate danger, the school acts at once under the Child Protection and Safety Procedure. | Teacher, school psychologist, family |
| **Health** | Reviews the medical information provided by the family and, if needed, agrees a health and safety plan; adjusts the workload when the child returns to lessons after an illness. | School nurse, teacher, family |
| **Speech, language and communication** | Assesses the child taking into account their age, home language and cultural background; distinguishes multilingual experience from a speech difficulty. | Speech therapist, teacher, family |
| **Communication, interaction and sensory regulation** | Considers approaches such as a visual timetable, clear instructions, alternative communication and a quiet workspace. | School psychologist, speech therapist, special education teacher (defectologist), teaching assistant |
| **Mobility and physical access** | Plans access in the classroom, in the canteen, in physical education and on trips, and safety during evacuation; agrees assistive aids and the workspace. | Teacher, school nurse, school leadership team |
| **General learning difficulties** | Looks together at the child's starting level, command of the language of instruction, attendance and progress in formative assessment. | Teacher, special education teacher |
| **Specific learning difficulties (dyslexia, dysgraphia, dyscalculia)** | A qualified specialist assesses reading, writing and mathematical skills. If a clinical diagnosis is needed, the school recommends that the family consult an appropriate medical specialist. | Speech therapist, special education teacher |

| Need | What the school does | Who is involved |
|---|---|---|
| **Vision and hearing** | Agrees the format of materials, lighting, acoustics, seating and assistive aids. | Teacher, school nurse |
| **High ability and giftedness** | Provides extension and greater challenge in class, without separating the student from peers; prepares students for olympiads. Accelerated learning is considered only by decision of the Pedagogical Council. Recognizes that high ability and a learning difficulty can occur together. | Teacher, PYP/MYP Coordinator, Inclusion Coordinator |
| **Social and cultural background, migration** | Identifies needs individually; makes no assumptions based on the family's status. | Homeroom teacher, school psychologist |

## 6. Three levels of support

| Level | What happens | Who | Document |
|---|---|---|---|
| **1. Classroom support — for all students** | The teacher differentiates tasks and gives clear instructions, visual scaffolds, accessible materials and formative feedback. The teacher plans lessons using universal design for learning. | Subject teacher | Unit planner |
| **2. Targeted support — for some students** | If a difficulty continues, the teacher gives individual help and records their observations and the measures used. If the difficulty persists throughout a term, the teacher informs the relevant Academic Director in writing. If the need is clear or urgent, a referral may be made straight away, without waiting for the end of the term. | Teacher, homeroom teacher | Teacher's record |
| **3. Individual support — for students who need it** | The support team looks into the situation in more depth and, together with the family, draws up an individual support plan for 1–3 terms. | Support team, family, student | ISP (individual programme of psychological and pedagogical support) |

### Referral route and timelines

1. A student or parent can go directly to the homeroom teacher, the school psychologist or the Inclusion Coordinator.
2. The Academic Director passes the teacher's written notice to the Inclusion Coordinator. The support team meets the family within 10 working days of receiving the notice or a request from the family (or the student).
3. The support team prepares a draft ISP within 10 working days of the meeting.
4. A specialist carries out an in-depth assessment and individual psychological work only with the parents' written consent. Consent is obtained on the national form and explained to the student in a way that suits their age. If the parents do not give consent, the school discusses the reasons with them, and pedagogical support continues within the limits of the law.

5. A PMPC conclusion is used in the cases provided for by law. Waiting for the conclusion is not a reason to stop day-to-day support.

The school's pedagogical assessment does not replace a medical diagnosis. The school psychologist does not make medical diagnoses.

## 7. Individual support plan (ISP)

The ISP is the school's form of the individual programme of psychological and pedagogical support. The school keeps a single document for psychological and pedagogical support, so there is no duplicate paperwork. If, on the basis of a PMPC conclusion, the law requires an adapted or individual curriculum (individual study plan), it is drawn up under the established procedure. The ISP does not replace it but is linked to it. The ISP form is designed to match the specialists' mandatory records.

| What the ISP records | Explanation |
|---|---|
| **Strengths and starting level** | What the child does well and what level they are at now |
| **The student's own views** | In a way that suits their age: what helps and what is difficult |
| **2–4 specific, measurable goals** | For example: “follows a 3-step instruction independently by the end of the term” |
| **Support measures** | Support in class and from specialists, frequency, tools |
| **People responsible** | Who does what |
| **Evidence of progress** | Which work or observation shows that the student has reached the goal |
| **Review date** | First after 6 teaching weeks, then at least once a term |

- The plan is discussed with the parents. Teachers receive only the information they need for their work.
- If the need changes, the plan is updated earlier than scheduled. If the student reaches the goals, support is reduced gradually and the results are monitored. The support team decides on ending support after discussing it with the family.
- If the expected results are not achieved, the support team does not blame the student. It re-examines the barriers, the approach used, language factors and resources.
- If health and safety measures are needed, the ISP is linked to the health and safety plan.
- When a child moves to another school or from the PYP to the MYP, the school passes on the necessary information in line with the law and keeps it confidential.

## 8. Access in teaching and assessment

| | Access arrangement | Modification of learning goals |
|---|---|---|
| **What changes** | The conditions: time, place, format, tools, way of responding | The content or the expected outcome |
| **The skill being assessed** | Does not change | Changes |

| | Access arrangement | Modification of learning goals |
|---|---|---|
| **Examples** | Extra time, breaks, a quiet space, large print, assistive technology, oral answers | An individual task, modified assessment criteria |
| **How it is formalized** | Written in the ISP; becomes the student's usual way of working | Written separately in the ISP and approved on the recommendation of the support team and with the parents' consent; where national rules require it, the Pedagogical Council decides on the basis of a PMPC conclusion |
| **What the family is told** | The type of arrangement and its purpose | How it affects grades and documents; reports describe learning outcomes transparently against the goals actually used |

- Each arrangement is designed to reduce a specific barrier. The teacher records how the arrangement was used and how effective it was. Every term, the Inclusion Coordinator and the Academic Directors check that the arrangements in ISPs were actually applied in lessons, in interim assessment (Grades 2–4) and in summative assessments for the unit and for the term (SAUs and SATs, Grades 5–8).
- An access arrangement does not change the knowledge and skills being assessed. For example, in a task that tests reading skills, reading the text aloud to the student changes the skill being assessed, so the teacher takes this into account in advance.
- A teaching assistant or an assistive aid does not compose answers for the student. The assistant does not teach or assess in place of the teacher.
- The school organizes internal school assessment under its own rules. If the school is authorized and chooses to take part in MYP external assessment, the MYP Coordinator applies to the IB under IB rules. For the IB, a specialist's report must have been written within the 3 years before the examination session and must be translated into English, French or Spanish. The IB does not automatically approve an arrangement made by the school.
- In IB assessment, the student's reader or scribe cannot be another student, a relative of the student, a teacher who teaches the student that subject, or anyone with a conflict of interest.

## 9. Admission and continuing education

- Each application is considered individually in line with the Admissions Policy. A diagnosis, disability or language difficulty is not a reason for refusal.
- All students in Grades 1–4 follow the PYP, and all students in Grades 5–8 follow the MYP. A student must not be excluded from school life without good reason.
- At admission, the school looks at the child's strengths, previous experience and the support they need. It also assesses the measures needed for safe participation; physical, information and digital access; the time needed; and the specialists and resources required. Any decision about safety is based on an individual assessment of the child, not on assumptions.
- Assessment before admission aims to understand the child's learning situation, not to make a diagnosis. A specialist carries out an in-depth assessment with the consent of the legal representative, and no single test result is the sole criterion. The school requests only the information needed for the child's learning and safety. Any contact with a previous school or an external specialist is made on a legal basis and with consent. A PMPC conclusion is not a condition of admission.

- A child entering Grade 1 is not required to be able to read and write or to know English. In Grades 5–8, the school considers understanding of the subject and command of the language of instruction separately.
- After admission, support measures are reviewed during the first 6 teaching weeks.

**If the school's capacity is limited**

The school discusses its actual capacity openly with the family. If resources are insufficient, the school considers the adjustments it can make, help from its own staff and from external specialists, funding and other options, and records the outcome. If the issue is not resolved, the leader named in the Admissions Policy (at admission, the Academic Director; for continuing education, the Director on the Academic Director's recommendation) issues a reasoned written decision based on the law. The decision is not based on a diagnosis alone. The school explains to the family how to appeal.

## 10. Safety, wellbeing and non-discrimination

1. Any report of discrimination, bullying or danger is passed on immediately (without delay, on the same day) to the homeroom teacher, the school psychologist or the school leadership team.
2. The staff member who receives the report immediately makes sure the child is safe. The school records the incident, informs the family and takes the first action no later than the next working day.
3. Depending on the situation, the school activates the Child Protection and Safety Procedure, the rules for the prevention of bullying of children and health care procedures.
4. If a child's life or health is in immediate danger, the school calls the emergency services at once and activates the Child Protection and Safety Procedure. In a psychological crisis, the child and family are referred to a psychological support centre.

- The school checks the accessibility of the building, trips and digital services in advance. If needed, it draws up an individual plan for evacuation and safe participation.
- Wellbeing support is for all students, not only for children with a diagnosis. It includes social-emotional learning, counselling and homeroom periods.
- A student or family who has made a report must not be put under pressure.

## 11. Resources, external specialists and paid services

- The school has a school psychologist, a speech therapist, a special education teacher (defectologist) and a teaching assistant. The school plans to appoint and train an Inclusion Coordinator in January–February 2027. Until then, a staff member authorized by the Director's order carries out the coordination duties. The list of specialists and their workload are approved every year by order.
- The school sets aside funds in its budget for specialists, learning materials, an accessible environment and staff training.
- The school explains to the family in writing, in advance, how much support is included in the tuition fees and the contract. Not all individual support is a paid service. Duties that the law places on the school are not offered as additional paid services.
- If one-to-one support or an external specialist's service is proposed, the school and the family agree it in writing before the service starts. The agreement states why the service is needed,

what it includes, who provides it and their qualifications, how often it is provided, the cost, who pays and the conditions for review. Additional costs are not automatically passed on to the family: alternatives are discussed first.

- An external specialist follows the school's safety, confidentiality and classroom rules. The responsible staff member at the school coordinates their work, and responsibility for teaching and assessment remains with the teacher.
- The school does not guarantee medical treatment or the services of a specialist it does not have. It identifies the need and explains how to contact the appropriate external service.
- **Spaces and equipment:** every year, the Director approves a list of the spaces and equipment the school actually has (for example, a quiet space, specialists' rooms, assistive technology), and the school informs families of it. Digital materials are prepared in accessible formats.
- **Professional learning:** all teachers take part in training on differentiation, universal design for learning and inclusive assessment at least once a year. Professional learning for specialists is also planned.

## 12. Legal requirements and how we meet them

| Legal requirement | How the school meets it | Responsible |
|---|---|---|
| **The right to education and the prohibition of discrimination (Constitution, Law on Education, Law "On the Rights of a Child in the Republic of Kazakhstan")** | At admission and re-enrolment, a diagnosis is not a reason for refusal; a report of discrimination is recorded immediately, and the first action is taken no later than the next working day | School Director |
| **Psychological and pedagogical support service (Order No. 92, restated by Order No. 144-NK)** | The support team is approved by the Director's order; support is organized at three levels; the ISP is the school's form of the individual programme of psychological and pedagogical support | Inclusion Coordinator |
| **Consent (appendix to Order No. 92, contract for educational services)** | In-depth assessment and individual work are carried out with written consent on the national form | School psychologist |
| **Assessment of students with special educational needs (SEN) (Order No. 125)** | Modification of learning goals is recorded in the ISP and, if needed, decided on by the Pedagogical Council | Academic Directors |
| **Prevention of bullying (Order No. 506)** | Preventive work; prompt response to reports | School psychologist, homeroom teachers |
| **Assessment of special educational needs (Order No. 4)** | The teacher identifies the need; the support team carries out an in-depth assessment with the parents' consent; if needed, it recommends in writing that the family apply to the PMPC. Support does not stop while the conclusion is pending | Inclusion Coordinator |
| **Personal data protection (Law No. 94-V)** | The support register and reports are confidential and available only to the staff who need them | Person responsible for personal data processing |

## 13. Development priorities for 2026–2027

1. Appoint and train an Inclusion Coordinator (January–February 2027).
2. Finalize the support team's working procedures and the ISP form (individual programme of psychological and pedagogical support).
3. Check the accessibility of the building, learning materials and the digital environment.
4. Organize a course on differentiation and universal design for learning for all teachers.
5. Update the scope of the policy before Grade 9 opens.

The person responsible and the deadline for each priority are approved in the school development plan.

## 14. Roles and responsibilities

| Who | What they do |
|---|---|
| **Student** | Rights:<br>• Not to be required to explain their situation in full to receive support<br>• To respectful treatment without discrimination, to discuss their support and to express their views in a way that suits their age<br>Responsibilities:<br>• Takes part in discussing ISP goals<br>• Uses the support and respects others<br>• If a difficulty arises, tells an adult they trust. They do not have to explain their situation in full to receive support |
| **Parent (legal representative)** | Rights:<br>• To know the purpose of an assessment, the terms of support and the reasons for decisions, to discuss the plan and to appeal<br>Responsibilities:<br>• Shares important information about learning and safety<br>• Gives informed consent and takes part in reviewing the plan<br>• Provides only genuine documents for access arrangements |
| **Subject teacher** | Rights:<br>• To receive professional advice, the resources they need, training and safe working conditions<br>Responsibilities:<br>• Plans lessons with a range of students in mind and differentiates tasks<br>• At Level 2, records their observations and the measures taken, and informs the Academic Director in writing if the difficulty persists throughout a term (earlier if urgent)<br>• Implements the ISP and records the adaptations<br>• Responds to difficulties with support, not blame |
| **Homeroom teacher** | • Is the family's first point of contact<br>• Passes any report of discrimination or bullying to the school psychologist or the school leadership team on the same day |

| Who | What they do |
|---|---|
| **Inclusion Coordinator** | • Coordinates the work of the support team, holds ISP meetings and keeps the confidential support register<br>• Advises teachers and liaises with the PYP/MYP Coordinators<br>• Prepares proposals for reducing barriers |
| **School psychologist** | • Carries out psychological and pedagogical assessment with the parents' written consent<br>• Gives social-emotional support; does not make medical diagnoses<br>• Advises parents and teachers |
| **Speech therapist, special education teacher (defectologist)** | • Assess speech, language and communication skills and learning skills within their area of expertise<br>• Run individual or small-group developmental sessions<br>• Help teachers adapt materials |
| **Teaching assistant** | • Supports the student's participation in class, their safety and the gradual development of their independence<br>• Carries out the agreed adaptations; does not teach or assess in place of the teacher |
| **School nurse (medical staff)** | • Keeps health information confidential<br>• Takes part in drawing up the health and safety plan and gives first aid |
| **School Director and the school leadership team** | • Approve the membership of the support team, allocate a budget and organize professional learning<br>• Uphold the principle of non-discrimination in admission, re-enrolment, staff recruitment and school events |
| **All staff** | Rights:<br>• To receive professional advice, resources, training and safe working conditions<br>Responsibilities:<br>• Follow the principles of inclusion and protect confidentiality |

## 15. Appeals and review of decisions

A student, parent or legal representative who disagrees with a school decision may ask for it to be reviewed. This procedure is the same in all five school policies.

1. **Talk to us.** First speak with the staff member who made the decision, the homeroom teacher or the relevant coordinator. Most issues are resolved at this stage.
2. **Written request.** If the issue is not resolved, submit a request addressed to the Director within 5 working days of receiving the written decision. The school office registers the request: you can bring it to the office or send it to the school's official email address. Explain why you disagree and attach any evidence you have. The homeroom teacher can help you write the request.
3. **Neutral review.** The request is reviewed by a senior staff member or a panel who took no part in the original decision. If the Director made the decision, the school's governing body appoints a neutral person.
4. **Answer.** You receive a reasoned written answer within 10 working days. If the school needs more time, it tells you why and gives a new date.

While the request is being reviewed, the student's learning and any support they need continue. No pressure is put on a student or family for making an appeal. Other ways of appeal provided by law remain available.

An appeal against an admission decision follows the procedure set out in the Admissions Policy. If you disagree with the support measures (ISP), talk to the Inclusion Coordinator first. You may submit a request about support at any time. The 5-working-day deadline applies only to an appeal against a written decision; beyond this, the general procedure applies.

## 16. Confidentiality and personal data

- The school collects only the data needed to carry out this policy and uses it only for this purpose.
- Only staff who work directly with the student and need the data for their work can see it. Medical, psychological and disciplinary information is kept strictly confidential.
- Information is shared with third parties only when there is a legal basis or with the written consent of the parent (legal representative).
- Data is stored in protected systems approved by the school. Storage and any transfer abroad follow the Law of the Republic of Kazakhstan “On Personal Data and their Protection” (2013, No. 94-V).
- Records are securely destroyed or anonymized when their retention period ends.
- Parents have the right to see the data about their child and to ask for errors to be corrected. Requests are made through the school office.
- Reports and analyses show only aggregated information that does not allow an individual child to be identified.

- The support register, ISPs, and psychological and medical reports are kept confidential. The Director approves the list of staff who may see them.
- The school obtains separate written consent before sending documents to the IB. If the student has reached the relevant age, they give this consent themselves; otherwise, the parent gives it.

## 17. Links with other policies

| Policy | Link |
|---|---|
| **Admissions Policy** | A need identified at admission is taken into account in the ISP. A diagnosis is not a reason to refuse admission. |
| **Assessment Policy** | Access arrangements in the ISP apply to all internal school assessment. Modification of learning goals is formalized in the same way in both policies. |
| **Language Policy** | Needing language support is not regarded as a special educational need. If a difficulty is not related to language alone, the support team becomes involved. |
| **Academic Integrity Policy** | A teaching assistant or an assistive aid does not answer in place of the student. Adaptations follow the rules of academic integrity. |
| **Child Protection and Safety Procedure** | Applies when a child is at risk and in cases of discrimination and bullying. |

# 18. Communication, monitoring and review

## Communication

- The approved policy is published on the school website and on the official channel for parents. A paper copy is available from the school office.
- At the start of each school year, teachers, students and families are introduced to the policy. New staff and new families are introduced to it when they join the school.
- The policy is published in Kazakh and Russian with the same content; an English version is prepared for submission to the IB. If the texts differ, the Kazakh text prevails.

## Monitoring

Throughout the school year, the document owner checks how the policy works in practice using the indicators below. The findings feed into the annual review.

### How we monitor implementation

| Indicator | Evidence | Responsible | When |
|---|---|---|---|
| **Student progress** | Share of students who reached their ISP goals; changes in learning and motivation | Inclusion Coordinator | Every term |
| **Social adjustment and participation** | Participation in school life; student feedback | School psychologist | Once every half-year |
| **Family satisfaction** | Short survey after ISP meetings | Inclusion Coordinator | Once a year |
| **Referral timelines** | Meeting held within 10 working days; draft ISP prepared within 10 working days of the meeting | Inclusion Coordinator | Every term |
| **Discrimination and bullying** | Number of reports, response time, outcome (without personal data) | School leadership team | Once every half-year |
| **Access arrangements** | Actual use of the ISP arrangements in lessons and in summative assessment | Inclusion Coordinator | Every term |
| **Professional learning** | Share of teachers who have completed training | Academic Directors | Once a year |

## Review

- The policy is reviewed every year in May–June by the policy review group: the school leadership team, the PYP and MYP Coordinators, teachers, the support team, the librarian, and student and parent representatives.
- If the law, IB or CIS requirements or the school's structure change (for example, when Grade 9 opens), the policy is reviewed earlier.
- Changes are discussed at the Pedagogical Council and approved by the Director's order. Each change is recorded in the version history, and the previous version is kept in the archive.

# Appendix 1. Alignment with IB and CIS standards

The table shows how this policy meets the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024). Because the full text of the CIS standards is available only on the members' portal, CIS references are given at the level of the Cornerstone area or Dimension. The table is used as evidence when preparing for authorization and accreditation.

| Standard | Requirement | In this policy |
|---|---|---|
| **PSP Culture 2 (0301-02)** | The school implements, communicates and regularly reviews an inclusion policy that helps all students realize their potential | “Our beliefs about inclusion”, “Communication, monitoring and review” |
| **PSP Culture 2.1 (0301-02-0100)** | The policy is in line with IB guidelines | “Access in teaching and assessment”, “Three levels of support” |
| **PSP Culture 2.2 (0301-02-0200)** | The policy sets out all legal requirements and how the school meets them | “Legal requirements and how we meet them” |
| **PSP Culture 2.3 (0301-02-0300)** | Rights and responsibilities of members of the school community; the vision of inclusion | “Roles and responsibilities”, “Mission, vision and values” |
| **PSP Environment 0202-02** | The school identifies students' needs and provides appropriate learning support | “How we identify support needs”, “Three levels of support” |
| **PSP Culture 1 (0301-01)** | Making IB education accessible to as many students as possible | “Admission and continuing education” |
| **PSP Approaches to teaching 5 (0403-05)** | Teachers reduce barriers to learning | “Three levels of support” |
| **PSP 0404-03-0200** | Access arrangements are checked systematically | “Access in teaching and assessment” |
| **PSP Culture 6.1–6.5** | Links between policies, spaces, resources, the IB learner profile | “Links with other policies”, “Resources, external specialists and paid services” |
| **IB Access and inclusion policy** | Arrangements match the student's current individual need, become their usual way of learning and do not lower the objective being assessed | “Access in teaching and assessment” |
| **CIS: Well-being** | Supporting the wellbeing of all students; child protection | “Safety, wellbeing and non-discrimination” |
| **CIS: Guiding Principles; I-DEA (a CIS priority)** | Inclusion, diversity, equity (equal opportunity), action against racism and discrimination | “Our beliefs about inclusion”, “Safety, wellbeing and non-discrimination” |
| **CIS: Learning** | Differentiation, universal design for learning, staff training | “Three levels of support”, “Resources, external specialists and paid services” |

# Appendix 2. References

1. Constitution of the Republic of Kazakhstan (adopted at the national referendum of 15 March 2026; in force from 1 July 2026).
2. Law of the Republic of Kazakhstan “On Education” No. 319-III of 27 July 2007 (as amended).
3. Law of the Republic of Kazakhstan “On the Rights of a Child in the Republic of Kazakhstan” No. 345-II of 8 August 2002 (as amended).
4. Rules for the Activities of the Psychological and Pedagogical Support Service in Education Organizations (Order of the Minister of Education of the Republic of Kazakhstan No. 92 of 29 April 2025; restated by Order No. 144-NK of 29 May 2026).
5. Rules and Programmes for Assessing Special Educational Needs (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 4 of 12 January 2022, as amended).
6. Model Rules for Ongoing Monitoring of Academic Performance and Intermediate and Final Attestation of Students (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 125 of 18 March 2008, as amended).
7. Rules for the Prevention of Bullying of a Child (Order of the Minister of Education of the Republic of Kazakhstan No. 506 of 21 December 2022, as amended).
8. Order of the Minister of Education of the Republic of Kazakhstan No. 264 of 24 November 2025 (on the work of psychological support centres).
9. Law of the Republic of Kazakhstan “On Personal Data and their Protection” No. 94-V of 21 May 2013 (as amended).
10. UN Convention on the Rights of the Child (1989).
11. International Baccalaureate. Programme standards and practices (2018, updated 2020).
12. International Baccalaureate. Access and inclusion policy (September 2022; updated November 2022 and November 2023).
13. International Baccalaureate. Learning diversity and inclusion in IB programmes; The IB guide to inclusive education (current editions).
14. Council of International Schools. CIS International Accreditation Framework (2024). https://www.cois.org

## Version history

| Version | Date | Changes | Approved by |
|---|---|---|---|
| **1.0** | 2026 | First edition. | Pedagogical Council |
| **2.0** | ___ 2026 | The five policies were brought into one structure, language and set of procedures; IB and CIS requirements were added. | Director |