

# European Azerbaijan School



## Inclusion Policy

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## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

**Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded** – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers** – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** – We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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**Reflective** – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **EAS Mission Statement**

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

## **Introduction**

Diversity at The European Azerbaijan School is defined as differences which may be related to race, culture, language, beliefs, or learning and physical disabilities. We see individual differences not as a problem that needs to be fixed, but rather as an opportunity for enriched learning. This policy states the philosophy, aims, and approaches required to meet the individual needs of our students. It also outlines the factual and procedural knowledge needed by classroom teachers to teach students with differing needs.

## **Philosophy**

At EAS we affirm that:

- Inclusion is an ongoing process that involves adapting learning opportunities and teaching strategies, to respect individual differences in learning preferences, thus increasing the learning and engagement for all students
- Data, information, and knowledge about the factors that affect a student's learning style are critical towards improving student success
- Knowledge and use of technology can support the lifting of barriers to learning we strive towards
- Best practices on how effectively to respond to the student's needs (academic, social, motor and behavioural) are essential understandings for all those supporting our students
- Best practices on how to match teaching approaches to the student's needs (academic, social, motor and behavioural) are essential practises for all those supporting our students
- A culture of collaboration encourages and supports problem solving in teaching and learning
- Best practices in incorporating differentiation into our teaching strategies to match the learning needs of students are essential skills for all those supporting our students.
- Our whole school community have different needs and therefore we are committed to supporting all.

## **Aims**

At EAS, Inclusion is a philosophy which everyone in the school community is responsible for ensuring is supported in our daily interactions.

We aim to:

- Create a learning environment which is effective, friendly, welcoming, healthy, protective, and culturally-sensitive for all community members and learners

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers and approved by the Board of Trustees  
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- Empower the rights and responsibilities of all students in the school community to fully participate in an IB education
- Increase access and engagement in learning for all students by identifying and supporting the removal of barriers to learning
- Collaborate as classroom teachers and leaders in the planning and development of our curriculum to accommodate a range of approaches to learning
- Identify, together with learners, the most effective strategies for achieving individual goals
- Ensure that all those with differences are treated with empathy and respect
- Provide students with the knowledge and perspective of their own learning, resulting in the student taking a more active and responsible role in the planning, carrying out, and review of what has been learned.

## Legal and Regulatory Framework

This policy complies with:

- Constitution of the Republic of Azerbaijan.
- Law of the Republic of Azerbaijan on Education.
- Law on the Rights of the Child.
- Relevant Ministry of Science and Education regulations relating to inclusive education.
- United Nations Convention on the Rights of the Child (UNCRC).
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).
- IB Standards and Practices.
- IB Access and Inclusion Policy.

## Structure and Process for Compliance

Governance:

- Board of Trustees approves and reviews this policy.
- Director and Senior Leadership monitor legal and IB compliance.
- Inclusion/SEND Coordinator manages implementation and student support.
- IB Coordinators oversee programme compliance.
- Teachers implement differentiated teaching and monitor student progress.

Compliance Process:

1. Identify legal and IB requirements.
2. Identify learner needs.
3. Plan support collaboratively.
4. Implement accommodations and interventions.
5. Monitor and review progress.
6. Evaluate effectiveness annually and update the policy.

## Practices

At EAS, we believe in the principles of good practice as defined by International Baccalaureate Organization's 'Access and inclusion policy' (IBO, 2022) and 'Learning Diversity in the

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International Baccalaureate programmes: Special educational needs within the IB programmes' (IB, 2016).

- Affirming identity and building self-esteem in all learners
- Valuing prior knowledge of our students and planning new courses of learning that reflect the prior knowledge
- Ensuring that all learners belong and experience equal opportunities to participate and engage in learning
- Ensuring that all students experience success as a key component of learning
- Fostering the development of independent learning
- Scaffolding strategies that provide a more concrete context for students to understand difficult and/or abstract concepts
- Extending learning provided by the teacher, combining high expectations with numerous opportunities for learner-centred practice and interaction with materials and experiences

## Strategies

At EAS our programmes provide:

- A wide variety of teaching strategies that are sensitive to the diversity of learners and ways to match teaching methods with the preferred learning style of each student that will aid classroom teaching practice
- Systems to include parents of students in the planning and implementation of ways to meet their child's academic, social, and behavioural needs
- Information needed to identify students' range of backgrounds in order to best build and plan units of study
- Support for teachers and their students in order to link new learning with the wide range of background knowledge of all students
- Knowledge and collaboration to implement scaffolding to assist students in increasing their level of understanding in any new learning task
- Support in providing numerous opportunities for learner-centred practice for students
- Expand the curriculum to outside the classroom walls and lesson time, to include diverse learning styles and preferences

## Learning Diversity and Special Educational Needs

### Definition of “Mild” Learning Disabilities

EAS defines mild learning disabilities as learning differences that may impact a student's acquisition or processing of specific academic skills but do not significantly hinder their overall ability to access the curriculum with appropriate support and differentiation.

Examples include:

- Mild Dyslexia – Difficulty with reading fluency or decoding, addressed through literacy interventions and classroom accommodations.
- Mild Dyscalculia – Challenges in understanding mathematical concepts, supported through visual aids and scaffolded practice.
- Mild ADHD/Attention Difficulties – Issues with focus or organisation, managed through behaviour strategies, movement breaks, and structured routines.
- Mild Speech or Language Delay – Difficulty in articulation or language processing, improved through speech therapy and classroom collaboration.

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- Mild Emotional or Social Adjustment Difficulties – Challenges in self-regulation or peer interaction, supported by the Wellbeing Team.

Students with mild learning disabilities are expected to meet academic requirements with targeted support, reasonable adjustments, and an inclusive classroom environment.

## Barriers

We believe that there are barriers that play a crucial role in affecting a student's ability to learn. *‘Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment’*

(International Baccalaureate Organization (IBO), 2022. Access and inclusion policy. Geneva).

When planning access arrangements for a student, it is important to address those **barriers**. Some of those barriers are:

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing (mild)
- Intellectual exceptionalities (mild)
- Movement and coordination (mild)
- Medical (mild)
- Mental health (mild)
- Numeracy (mild)
- Processing (mild)
- Reading (mild)
- Seeing (mild)
- Social–emotional (mild)
- Speech and language (mild)
- Writing (mild)

## Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children (whenever their needs are able to be met at EAS), as we are to meeting the needs of all groups of children within our school. They may use the elevator in case of physical disability, however we are not able to cater for students who have significant physical disabilities due to the limitations of our campuses currently.

## Identifying SEND and Procedure to apply for SEND Support

The SEND department identifies learning needs of individual students by following the steps below:

1. SEND department organises whole professional development on Inclusion and SEND in both campuses.
2. Teachers complete the EAS SEND Referral Form for students who may have learning difficulty
3. The SEND team liaises with teachers to observe the student in the classroom. 4. The SEND team organises informal assessments for students based on their individual needs to

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identify any learning difficulties they may have. This will help ensure that each student gets the right support.

4. If needed, the SEND team review the previous education history to highlight/establish patterns of concern. Sources may include teacher observation notes, incident reports, classroom assessments and inquiry outcomes.
5. The SEND team prepares an Individual Educational Plan (IEP) for the student, outlining specific goals and support strategies.
6. This plan will be shared with the student's teachers and parents to ensure everyone is aligned and can contribute to the student's progress.
7. If necessary the school has the right to request parents for formal assessments by educational psychologists to identify specific learning needs.
8. Students with a formal assessment completed by an educational psychologist, speech therapist etc. will receive priority within the SEND timetable.

## **Standardised SEND Exit and Ongoing Monitoring Procedures**

To ensure transparency and consistency, EAS adopts a standardised monitoring and exit process for students receiving SEND support.

Ongoing Monitoring:

- Each student's Individual Education Plan (IEP) is reviewed every term through collaboration between teachers, the SEND Team, and the Wellbeing Department.
- Progress is measured using class performance data, teacher feedback, and developmental indicators.
- Adjustments to support are made dynamically to match evolving learning needs.

Exit Procedure:

- Students may exit the SEND programme when they consistently achieve academic progress and independence across core subjects.
- The decision must be jointly approved by the SEND Team, homeroom or subject teachers, and the relevant Principal.
- Parents are formally notified in writing, and the student remains on the SEND monitoring list for an additional two terms to ensure continued success.

## **Exit from SEND Support**

Every six months the students who receive SEN support are being reassessed and each case is being carefully reconsidered. A student is considered for release from the SEN when the SEND team, the teachers and the school Principal agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the grade level requirements. Students may stop receiving SEN support when they attain an appropriate level of success in the regular classroom and no longer require pull-out and/or in-class support. Before any final action is taken, the student's family is fully informed of the decision and the implications. This decision is fully documented in the appropriate location. Students who have been exited from the SEN program remain on file and are still monitored by the SEN Department.

## **Gifted Students**

Our aim is to provide all students with an education matched to their individual learning needs and to develop depth and breadth of opportunity which recognizes the specific educational, social and

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emotional needs of gifted students. We organise external activities and competitions for gifted students as well as encouraging them to participate in International Olympiads. Also we recognise them during the school events and assemblies as well as on the school's official social media. At EAS we constantly liaise with families to support gifted students.

## Teaching and Learning

At the heart of the provision for the gifted students is what happens in the classroom. This is the direct responsibility of every teacher and learning support staff. Classrooms should be places where students are inspired, encouraged and challenged to question, speculate and hypothesize. Teachers should acknowledge students' different learning styles by aiming to include visual, auditory and kinesthetic activities in every lesson. The challenge is to make every lesson motivating and engaging, and to ensure that every student is stretched.

## Process

It is the School's responsibility to identify gifted students in consultation with parents and students to maintain a register of these students and to establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated. We ensure that higher level targets (including exceptional performance targets) are set at each stage to ensure that the needs of gifted and talented students are met.

The SEN team and the Senior Leadership Team are responsible for ensuring that:

- The curriculum meets the needs of individual learners, including those who are gifted and talented. This involves effective use of differentiated learning opportunities
- Providing suitably challenging activities and questions to extend the core learning tasks.
- Identification of the gifted students
- Consulting with gifted students on their preferred learning styles and planning for these.
- Looking for opportunities to widen the scope of learning activities beyond the School and the classroom.

Parents are entitled to know that their child has been identified as gifted and/or talented.

## Criteria and Procedures for Gifted Students

EAS recognises and nurtures gifted students by ensuring equitable access to challenge, enrichment, and extension opportunities.

Identification Criteria:

- Standardised academic results in the top 5% of the cohort;
- Teacher or parent referral supported by evidence of advanced skills or creativity;
- Social-emotional maturity suitable for enrichment opportunities.

Procedures:

- The Gifted and Talented Register is maintained by the SEND Department and reviewed biannually.
- Teachers develop Individual Plans (IPs) outlining specific extension activities or accelerated learning pathways.
- Gifted students may participate in academic competitions, mentorship programmes, or advanced coursework.

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- Annual progress reviews ensure the continued relevance of enrichment opportunities.

## **Selecting appropriate courses for individual students**

In order to recognise that all students are individuals, there are a wide range of procedures which support our students and families to make appropriate choices for their career pathways. This is most important when students make a choice before they enter the IB Diploma Programme and IB Career-Related Programme. Different pathways are suitable for students with different passions, interests and abilities, and EAS invests significantly in widening the range of choices available for our students. We offer BTEC and Duke of Edinburgh programmes, are such examples.

## **English as an Additional Language (EAL)**

The EAL department fully operates in both primary and secondary campuses. The EAL Team provides a dynamic programme according to a student's needs for our English Language Learners. The programme consists of a combination of pull-out and push-in support.

## **Social and Emotional support**

EAS wellbeing team supports students holistically. They work collaboratively with teachers and the administration team to foster a culture of care and ensure equitable access to students. Services range from individualised, small group to whole school programs that promote a safe and supportive environment through a focus on mental, physical and emotional well-being.

## **Admission Procedures**

Non-Discrimination Statement:

The European Azerbaijan School does not discriminate against any individual on the basis of race, colour, gender, religion, belief as well as ethnic or national origin in the administration of its admissions and educational policies.

## **Students with Learning Disabilities**

EAS is only equipped to support students with mild learning disabilities. The school does not have the facilities or the professional staff necessary to meet the needs of students with more extensive physical, emotional and learning issues. A parent with a student who has identified learning problems must make this matter clear at the time of application and supply supporting reports so that the school can fully evaluate the situation.

## **General Admissions Information**

Admission to EAS is to be made on the basis of evaluation or testing appropriate for the programme the student wishes to enter. Please see the admissions policy related to the Early Learning Programme, the Primary School Programme or the Secondary School Programme for details. Students seeking admissions to the Secondary Programme are to be subject to a more comprehensive testing and evaluation process. Application for the IB Diploma programme can only be made once a student has been admitted to EAS and involves an additional screening as stated in the admissions policy.

## **Parental Involvement and Communication**

EAS recognises parents as essential partners in supporting inclusive education.

Communication Practices:

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- Parents are informed of their child's learning profile, support strategies, and progress at least three times per academic year (termly meetings or written reports).
- The SEND Department maintains open communication channels for ongoing dialogue through email, scheduled meetings, and progress updates.
- For new support cases, parents are involved from the initial referral stage to ensure shared understanding and consent.
- When significant changes occur in the child's support plan or learning placement, a joint review meeting is convened with teachers, parents, and the SEND Coordinator.

## Collaborative Role:

- Parents contribute to IP goal-setting and review processes.
- Families are encouraged to reinforce school strategies at home to promote consistency and progress.
- The school offers parent workshops on inclusive practices, learning differences, and wellbeing to strengthen partnership and understanding.

## References:

International Baccalaureate Organization (IBO). 2010. Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes. Cardiff.

International Baccalaureate Organization (IBO). 2016. Learning diversity and inclusion in IB programmes. Geneva

International Baccalaureate Organization (IBO), 2022. Access and inclusion policy. Geneva.