



# INCLUSION AND ACCESS POLICY

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**Muhammad al-Khwarizmi Specialized School**

**Inclusion and Access Policy**

**Programme(s): IB Middle Years Programme (Grades 5 - 9)**

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**Approved by:**

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## Glossary of Key Terms

The following key terms ensure a shared understanding of inclusive education and access practices across Muhammad al-Khwarizmi Specialized School (hereinafter referred to as MAKSS) community.

Term		Definition
<b>Inclusive Education &amp; Access (IEA)</b>	-	School-wide approach removing barriers so all students can participate and achieve.
<b>IEAC</b>	-	Coordinator responsible for initiating procedures to identify potential learning diversity needs, managing referrals, maintaining Individual Learning Plans (ILPs), and submitting IBIS access-arrangement requests.
<b>ILP</b>	-	Individual Learning Plan outlining student needs, accommodations, and review dates.
<b>Access Arrangements (IB)</b>	-	IB-approved adjustments (e.g., extra time, reader, rest breaks) that require a formal school application via IBIS with supporting documentation before implementation.
<b>Differentiation/Universal Design for Learning (UDL)</b>	-	Adapting content and methods to meet varied learner needs.
<b>Reasonable Adjustments</b>	-	Practical supports such as assistive tech or rest breaks.
<b>Referral &amp; Review Cycle</b>	-	Steps for reporting, planning, and reviewing support each term.
<b>Restorative Practice</b>	-	Reflection-based behaviour supports promoting accountability.

<b>Safeguarding in Inclusion</b>	-	Ensuring all inclusion practices protect dignity and well-being of student.
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## **Mission and Vision**

At MAKSS, our mission is to provide a holistic, challenging, and internationally-minded education that inspires students to become curious, ethical, and resilient lifelong learners. Guided by the IB Learner Profile and IB principles of diversity, equity, inclusivity and justice strengthened by the School Learner Attributes, we aim to develop young people who are prepared for academic success, personal growth, and meaningful contributions to their communities and the wider world.

<b>IB Learner Profile</b>	<b>Muhammad al-Khwarizmi Learner Attributes</b>
Inquirers	Self-aware
Knowledgeable	Innovative
Thinkers	Resilient
Communicators	Compassionate
Principled	Respectful
Open-minded	Ethical
Caring	Articulate
Risk-takers	Analytical
Balanced	Informed
Reflective	Curious

## Purpose of the School

Muhammad al-Khwarizmi Specialized School (MAKSS) is a public, government-funded specialized school operating under the Agency for Presidential, Specialized and Creativity Schools of the Republic of Uzbekistan. The school provides advanced education in physics, mathematics, information technology, and English, while promoting the values and principles of the International Baccalaureate Middle Years Programme (IBMYP).

MAKSS is committed to providing **equitable access to learning** and supporting the **academic, social, emotional, and physical well-being** of all students admitted to the school.

## Inclusion Philosophy

MAKSS believes that **all students can learn and succeed** when appropriate support, guidance, and resources are provided. Inclusion at MAKSS means identifying and addressing individual learning needs while maintaining high academic expectations and respecting student diversity.

The school recognizes that students may differ in learning styles, language backgrounds, social and emotional development, and personal circumstances.

Guided by the IB philosophy of inclusion and the Muhammad al-Khwarizmi Learner Attributes, we affirm that:

- **Access is a right** - every student deserves equitable opportunity to learn and succeed;
- **Inclusion is shared** - all teachers are responsible for meeting diverse learner needs;
- **Well-being matters** - emotional, social, and physical health are essential to learning;
- **Barriers are temporary** - We identify and address them through collaboration and reflection, or, when necessary, through referrals to qualified institutions for further assessment and support.

This philosophy aligns with IB Programme Standards and Practices, affirming inclusion as a whole-school responsibility and an ongoing process of removing barriers to learning.

## **Identification of Student Needs**

### **Identification of Student Needs**

Student learning and well-being needs may be identified through:

- Entrance examination records and academic documentation
- Teacher observations and assessments
- Psychological screening and counseling referrals
- Parent or guardian communication
- Student self-referral

Identified needs are discussed by the **student support team**, which may include teachers, the psychologist, mentors, and school leadership.

## **Support for Students**

MAKSS provides reasonable and appropriate support measures, which may include:

- Differentiated instruction in the classroom
- Academic guidance and mentoring
- Psychological and counseling support
- Individual learning support strategies
- Collaboration between teachers and support staff

Support plans are monitored and reviewed regularly to ensure student progress and well-being.

## **Physical Disabilities**

MAKSS operates in accordance with the legislation of the Republic of Uzbekistan governing the education of students with disabilities (RUz Q-PS638, 2019). The school welcomes students with physical disabilities **within the range of**

**accommodations and modifications reasonably available** in a public specialized school. Where possible, adjustments are made to support access to learning, facilities, and participation in school life.

**Admission and support** for students with learning or physical challenges are guided by the school's commitment to inclusion, accessibility, and equitable educational opportunities.

- The school embraces learners with a range of learning and physical needs, providing fair access whenever appropriate support can be reasonably offered;
- Admission is determined by the school's ability to respond to individual requirements, with support mainly designed for students with mild to moderate needs that do not call for intensive or highly specialized services;
- Timely sharing of learning or medical information enables careful preparation and a smoother integration into school life;
- Students with learning differences (such as dyslexia, ADHD, or mild ASD) benefit from differentiated teaching approaches and focused support delivered by inclusion specialists;
- The campus promotes physical accessibility through features such as ramps, lifts, and suitably adapted learning environments;
- Personalised arrangements—including mobility support, flexible scheduling, or assistive technologies—are provided to ensure meaningful participation in all aspects of school life;
- Families, teachers, and the Inclusion Team work in partnership to develop and regularly review Learning Support Plans that support both academic achievement and emotional well-being;
- Inclusion is embedded from the point of admission and sustained throughout each student's educational journey, reflecting the school's commitment to diversity as a strength of the whole community.

## **Learner Diversity Profile**



## MAKSS:

- Embraces a multilingual and multicultural student body, where diversity in learning is regarded as both normal and enriching;
- Acknowledges that students begin 5<sup>th</sup> grade with differing academic experiences, language proficiency levels, and personal circumstances, which may include EAL, medical, or learning support needs;
- Affirms the right of every learner to fair and equal access to education;
- Enforces a strict zero-tolerance policy toward bullying, harassment, or discrimination, fostering a safe, respectful, and inclusive learning environment;
- Prioritises early identification, accurate assessment, prompt intervention, and strong family collaboration to support student success in an English-medium, inquiry-based setting.

### **Access at Entry (Alignment with Admissions Policy)**

- **Fifth grade admissions** process is designed to provide fair, transparent, and inclusive access, in accordance with IB principles and the school's Admissions Policy.
- **Positive Disclosure:** Families confidentially share learning or health-related information to support early planning, with all details used solely to inform support provision rather than selection decisions;
- **Adjusted Assessment:** Entrance assessments may be modified through additional time, quiet settings, or assistive technologies to ensure equal opportunity;
- **Collaborative Planning:** The IEAC offers guidance on reasonable adjustments, resource allocation, and the development of Individual Learning Plans prior to enrolment;



## **Identification and Support Procedures in the First Year**

MAKSS applies a clear and systematic approach to identifying and addressing barriers to learning in the First Year. This framework places emphasis on:

- early identification of individual learning needs;
- collaborative planning involving teachers, parents, and students;
- continuous monitoring and regular review to promote progress and meaningful inclusion.

### **Reporting to Parents:**

- The IEAC and subject teachers issue written progress reports each term, outlining the student's development in relation to ILP targets and identifying recommended next steps;
- Parent–teacher–student conferences are held at least once per term to evaluate progress, refine support strategies, and address emerging concerns;
- For learners receiving targeted or sustained support, concise monthly updates may be provided via ManageBac or email to ensure ongoing communication and transparency.

### **Purpose**

MAKSS is dedicated to creating an inclusive learning environment in which every student is acknowledged, respected, and supported in achieving both personal and academic success. Inclusion extends beyond addressing individual challenges and is embedded in everyday teaching practices, relationships, and the wider school culture. The stages below describe how concerns are identified, support is put in place, and student progress is monitored through a proactive, collaborative approach.

Stage	Action	Responsibility	Timeline
Concern Raised	A concern is identified by a teacher, parent, or student and treated as an opportunity for support rather than discipline.	Teacher / Parent / Student	Ongoing
Referral to IEAC	Referral form is submitted to the IEAC and the case is recorded in the Inclusion Register.	Referring party / IEAC	Within 5 days
Evidence Gathering & Initial Support	IEAC collects observations, data, and work samples; immediate short-term supports are put in place. External reports are included where available.	IEAC & Teachers	Within 2 weeks
Collaborative Planning Meeting	Meeting with the student, teachers, counsellor, and parents to review findings and agree on support. IEAC leads and coordinates the support plan. Fortnightly meetings during intervention periods; termly reviews for long-term support. Protocols include updating the ILP and recording actions in the support log.	IEAC (Lead)	Within 2 weeks of review

Stage	Action	Responsibility	Timeline
Individual Learning Plan (ILP)	ILP is developed on ManageBac outlining accommodations, strategies, and review dates, with teacher and parent input.	IEAC (with teachers & parents)	Within 1 week
Implementation	Teachers implement agreed strategies; IEAC provides monitoring, guidance, and coaching.	Teachers / IEAC	Ongoing
Monitoring & Review	ILPs are reviewed each term to evaluate progress and adjust strategies and goals, including student input.	IEAC (Chairs review)	Once per term
Escalation (if needed)	Ongoing barriers may result in external assessment or IB Access Arrangements.	IEAC / MYP Coordinator	As required

Teachers and authorised staff can access or update ILPs via the following link:

<https://shorturl.at/sx5B6>

- **Non-Discrimination:** Admission decisions are based on students' academic potential and capacity to thrive in an inclusive environment, irrespective of gender, language, or background.

This approach ensures that inclusion is embedded from the admissions stage and remains consistent with IB standards for equitable access.

### Identification and Support Procedures in the first year

MAKSS applies a clear and systematic approach to identifying and addressing barriers to learning in the Foundation Year. This framework places emphasis on:

- early identification of individual learning needs;
- collaborative planning involving teachers, parents, and students;
- continuous monitoring and regular review to promote progress and meaningful inclusion.

### **Reporting to Parents:**

- The IEAC and subject teachers issue written progress reports each term, outlining the student's development in relation to ILP targets and identifying recommended next steps;
- Parent–teacher–student conferences are held at least once per term to evaluate progress, refine support strategies, and address emerging concerns;
- For learners receiving targeted or sustained support, concise monthly updates may be provided by email to ensure ongoing communication and transparency.

### **Purpose**

MAKSS is dedicated to creating an inclusive learning environment in which every student is acknowledged, respected, and supported in achieving both personal and academic success. Inclusion extends beyond addressing individual challenges and is embedded in everyday teaching practices, relationships, and the wider school culture.

### **Access at Entry (Alignment with Admissions Policy)**

The Foundation Year admissions process is designed to provide fair, transparent, and inclusive access, in accordance with IB principles and the school's Admissions Policy.

- **Positive Disclosure:** Families confidentially share learning or health-related information to support early planning, with all details used solely to inform support provision rather than selection decisions;

- **Adjusted Assessment:** Entrance assessments may be modified through additional time, quiet settings, or assistive technologies to ensure equal opportunity;
- **Collaborative Planning:** The IEAC offers guidance on reasonable adjustments, resource allocation, and the development of Individual Learning Plans prior to enrolment;
- **Non-Discrimination:** Admission decisions are based on students' academic potential and capacity to thrive in an inclusive environment, irrespective of gender, language, or background.

This approach ensures that inclusion is embedded from the admissions stage and remains consistent with IB standards for equitable access.

### **Academic, Social, and Emotional Challenges**

If a student experiences academic, social, or emotional challenges that impact learning:

- The school provides psychological, counseling, and learning support
- The case is reviewed through a collaborative process involving staff and parents
- Progress is monitored over time

If, after thorough review, the school determines that the student's needs exceed the resources reasonably available at MAKSS, a transparent and supportive discussion is held with the family to consider alternative educational options better suited to the student's needs.

### **Non-Discrimination Statement**

MAKSS is committed to a non-discriminatory learning environment. Students are supported regardless of nationality, ethnicity, language background, gender, religion, or socio-economic status, in accordance with national legislation and IB principles.

## **Links to Other Policies**

### **Policy Alignment and Coherence**

The Inclusion and Access Policy at Muhammad al-Khwarizmi Specialized School operates within a coherent framework of interrelated school policies that collectively ensure equity, access, participation and wellbeing for all students across teaching, learning and school life.

### **Academic Policy**

- The Inclusion and Access Policy is aligned with the Academic Policy to ensure that all students, including those with diverse learning needs and backgrounds, are provided with appropriate access to the curriculum and opportunities to demonstrate their learning.
- Teaching and learning approaches outlined in the Academic Policy are implemented with inclusive pedagogical practices, differentiation strategies and reasonable adjustments to support diverse learners, while maintaining high academic expectations for all students.

### **Assessment Policy**

- The Inclusion and Access Policy supports the Assessment Policy by promoting fair, inclusive and accessible assessment practices that allow all students to demonstrate their learning effectively.
- Reasonable adjustments, access arrangements and inclusive assessment strategies are implemented in line with IB guidance to ensure equity of access without compromising assessment integrity or learning objectives.
- Assessment criteria, feedback and reporting practices are designed to be clear, transparent and accessible to students with diverse learning profiles and support needs.

### **Language Policy**

- The Inclusion and Access Policy works in close alignment with the Language Policy to support students from diverse linguistic backgrounds, including



multilingual learners and students learning in a language other than their mother tongue.

- Inclusive practices ensure that language does not become a barrier to access, participation or achievement, and that appropriate linguistic scaffolding and support strategies are provided in line with IB principles and inclusive education standards.

### **Admissions Policy**

- The Inclusion and Access Policy is aligned with the Admissions Policy to ensure that admissions procedures are equitable, transparent and inclusive, and that students with diverse learning needs are not excluded on the basis of disability, learning differences or background.
- Where students require additional learning support or access arrangements, these needs are identified during the admissions process in collaboration with families and relevant professionals, and appropriate support mechanisms are planned in advance to promote successful participation in the MYP, in line with IB philosophy and national regulations.

### **Monitoring and Review**

- The Inclusion and Access Policy is reviewed annually in April as part of the school's institutional quality-assurance cycle to ensure continued alignment with IB MYP Standards and Practices, inclusive education principles and national education requirements.
- The review process is coordinated by the IB MYP Coordinator and Inclusion Support Team in collaboration with school leadership, teachers and student support services, drawing on evidence from student progress data, inclusion case reviews, stakeholder feedback and programme evaluation findings.
- Proposed revisions and recommendations are submitted to the Head of School for approval to ensure transparency, accountability and alignment with whole-school strategic priorities and inclusive education commitments.



## References:

1. International Baccalaureate (2014) *Programme standards and practices*. Cardiff: International Baccalaureate Organization.
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4. International Baccalaureate (2020) *MYP assessment principles and practices*. Cardiff: International Baccalaureate Organization.
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6. Muhammad al-Khwarizmi Specialized School (2025) *Inclusion policy*. Version 1.0. Tashkent: Muhammad al-Khwarizmi Specialized School.