



**INTERNATIONAL
MAARIF SCHOOLS**

IMS Inclusion Policy

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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.

As IB learners we strive to be:

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 analyse 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.

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.

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.



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I. Mission Statements

IB Mission

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.

School Mission Statements

To become a pioneering educational institution nurturing internationally minded, lifelong learners who use their knowledge for the prosperity of humanity.

II. School Profile

International Maarif schools are the part of the Turkish Maarif Foundation, which was established as a non-profit education foundation by law (no. 6721) in June 2016 with the attendance of representatives from all political parties represented in Türkiye's Grand National Assembly. Apart from the Ministry of National Education, it is the only organisation with authority to open an educational institution abroad. As a result of official contacts established with 104 countries worldwide, representative offices have been opened in 52 countries, and activities are carried out in 67 countries.

Maarif schools feature a unique cultural identity, stemming from a collaborative partnership between the governments of Pakistan and Turkey. Established under this joint agreement, these institutions serve as vibrant hubs of education, where the rich tapestry of Pakistani and Turkish influences converges. The main slogan of the school is "Two Nations one Future."

III. Overview

At International Maarif Schools, inclusive education is a shared responsibility of the entire school community. It goes beyond integrating students with disabilities into regular classrooms—it is about removing barriers to learning and ensuring that all students can access and engage in meaningful learning experiences. Our approach fosters a supportive environment where every learner can thrive, regardless of their needs or backgrounds.

We recognize that all children encounter learning challenges at different stages. Therefore, teachers and peers play an essential role in creating a learning community that values collaboration, support, and equity. Our educators and administrators use differentiated strategies to address diverse learning needs, interests, and styles, ensuring that every student is an agent of their own learning.

Our commitment to inclusion aligns with international standards which emphasizes a learning environment free from fear, anxiety, and trauma. It is also guided by Article 2 of the United Nations Convention on the Rights of the Child, which states that every child has the right to be treated fairly, regardless of their background, identity, abilities, or circumstances. No child should face discrimination based on their language, gender, religion, disability, economic status, or family background.

To support learner agency, we adopt Constructive Alignment, an approach that helps students construct meaning, develop conceptual understanding, and apply their learning in authentic contexts.

Inclusive education in the IB PYP ensures that students receive the necessary scaffolding and support within the classroom, rather than being separated from their learning environment. Our aim is to create a culture of inclusion, where every learner benefits from inquiry-based, transdisciplinary learning experiences tailored to their needs.

While research has highlighted both the benefits and challenges of inclusive education, our policy is rooted in the belief that learning has no barriers. By fostering a learning environment that values diversity, equity, and inclusion, we empower every child to develop the knowledge, skills, and attitudes needed to become responsible global citizens.

The International Maarif Schools Inclusive Education Policy is designed in alignment with key IB standards and is fully integrated with the school's Guidance and Counselling Services (GCS), Admission Policy, Assessment Policy, and Academic Integrity Policy. This ensures a consistent and supportive approach to inclusive education across all aspects of the school's academic and pastoral framework.

IB Standard and Practices (2014)

B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Standard and Practices (2020)

Environment (02)

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture (03)

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1 The school implements and reviews an inclusion policy that meets IB guidelines.

2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

The policy will be reviewed prior to the commencement of the 2025-26 academic session.

IV. Aims of the Policy

The Inclusion Policy at International Maarif Schools is designed to encourage and ensure the academic, social, emotional, and personal development of all students. It fosters an environment where students are active participants in their own learning, enabling them to develop agency, resilience, and a strong sense of identity.

This policy is rooted in the belief that every child is unique and should be supported in ways that help them understand themselves as learners, overcome challenges, and develop essential life skills. Teachers and school staff use a variety of strategies to monitor student progress, ensuring that every learner receives the support they need to make informed decisions, build confidence, and take ownership of their learning journey.

Respecting individual differences is a fundamental principle of this policy. The school values diversity, equity, and inclusion, ensuring that students are cared for in a safe and supportive learning environment where their voices are heard. Confidentiality, trust, and well-being are central to the support systems provided to students.

This policy reflects the IB Learner Profile, encouraging students to be caring, balanced, reflective, and principled individuals. It also emphasizes the importance of collaboration between students, teachers, parents, and the broader learning community, reinforcing the idea that inclusive education is a shared responsibility.

By nurturing an inclusive mindset and removing barriers to learning, this policy ensures that every student develops the knowledge, skills, and attitudes necessary to become a lifelong learner and a responsible global citizen.

V. International Maarif Schools' Philosophy on Inclusion in Education

At International Maarif Schools, our philosophy of education is rooted in the belief that education is a right for all. We are committed to fostering inclusive, high-quality learning environments where every student, regardless of background or ability, has the opportunity to grow and succeed.

Our mission is to “conduct comprehensive educational activities based on the common heritage of humanity and the wisdom traditions of Anatolia.” The Turkish Maarif Foundation believes in an educational philosophy centered on nurturing good individuals—people who are inherently valuable, morally grounded, and equipped to contribute positively to society.

Turkish Maarif Foundation is committed to a philosophy of education based on the construction of the "right person". Admitting the human being as a precious, special and kind-hearted presence, it wishes to perfect humanity through a qualified education.

The right person that the Foundation wishes to build represents a person with skills and knowledge that meet the requirements of the time and that assimilates moral and cultural values.

In this sense, it is about a person:

- Who can think critically and analytically,
- Who belongs to a scientific vision,
- Who respects the environment, the living and the human being,
- Who is balanced in his body, soul and spirit,
- Who has the conscience of society, the conscience of culture and the conscience of history,
- Who loves his family, his country and his society,
- Who respects the diverse populations,
- Who adopts the elements like justice, compassion and respect,
- Who is productive and very generous about sharing,
- Who is socially engaged,
- Who aims to leave a happy, live able and serene world for the next generations.

VI. International Maarif Schools' Belief on Inclusion

At International Maarif Schools, inclusion is fundamental principle that benefits the entire learning community. We believe that every student, teacher, and parent thrive

in an inclusive environment where diversity is valued, and every individual is respected and supported.

Students develop meaningful relationships, empathy, and social skills by learning alongside peers from diverse backgrounds. Teachers benefit by gaining a deeper understanding of their students, allowing them to create engaging and responsive learning experiences. A strong culture of inclusion fosters a positive school environment, leading to fewer absences and disciplinary concerns, as students who feel valued are more invested in their learning and well-being.

For parents and guardians, inclusion means their children are growing in a safe, nurturing, and respectful environment where they are encouraged to reach their full potential. At International Maarif Schools, we uphold inclusion as a core value, ensuring that all students experience a sense of belonging, dignity, and purpose in their educational journey.

VII. Inclusion is Visible in International Maarif Schools.

- At International Maarif Schools, we are committed to removing barriers to learning and fostering an inclusive environment where all students can thrive. Our inclusive education practices are guided by the school's leadership team, programme coordinator, and IB educators, ensuring that every learner receives the support they need to succeed.
- Every teacher is a teacher of all students. Recognizing that every child learns differently and at their own pace, teachers must adapt, accommodate, and differentiate instruction to meet diverse learning needs.
- Inquiry should empower students to adapt to their learning, actively engage with concepts, explore diverse ways to demonstrate their understanding, and thrive in flexible, inclusive classroom environments.
- Flexible groupings, prior knowledge assessments, and formative assessments help identify students' strengths and areas for targeted instruction. Open-ended learning engagements are designed to meet students at their individual levels of readiness.
- Instructional strategies support students performing above or below grade level through small group learning.
- Every student has the opportunity to express their thoughts and opinions, ensuring their input is valued and considered.
- Development of the IB Learner Profile: Students are nurtured to become inquiring, knowledgeable, and caring individuals, committed to intercultural understanding and respect in creating a more peaceful world.
- At the time of admission, students undergo an induction test and an interaction with the admission team, Head of School, and parents to identify strengths and support needs. If required, learning support plans are collaboratively designed by the school and parents.

- Learning Support Teachers address learning challenges and, when necessary, refer students to external experts.
- Multilingualism as a Strength: The school recognizes multilingualism as a fact, a right, and a resource. It promotes this through language days, bilingual storytelling sessions, and cultural celebrations of Pakistan and Turkey.
- The school library offers a diverse collection of books in multiple languages, supporting the collaborative development of language learning among students and teachers.
- The school encourages the balanced and purposeful use of technology to promote collaboration, intercultural understanding, and multilingualism among all members of the learning community. The School Digital Reading Program provides reading opportunities for all students, fostering inclusion in learning.

Inclusion is reflected in our best practices and is seamlessly connected with our admission, language, and assessment policies, ensuring equitable opportunities for all learners.

Inclusion and Admission

Maarif International schools is part of Pak-Turk Maarif International Schools and Colleges that are committed to providing quality education to all, fostering an inclusive learning environment that embraces the diverse communities of the country. Our admission program, MAGIS, is a unique outreach initiative designed to provide educational opportunities to students from remote and underprivileged areas. This program ensures that children from all regions, linguistic backgrounds, and socio-economic conditions have access to high-quality education, reinforcing our commitment to inclusion.

As part of our inclusive approach, Pak-Turk Maarif Schools welcome students from diverse cultural and linguistic backgrounds, recognizing and valuing their unique identities. Our admission process is designed to be fair and equitable, providing opportunities for students to become part of our dynamic learning community, regardless of their regional language or prior educational experiences.

During the admission process, applicants must provide complete documentation of their academic history before registration. Families are required to disclose any evaluation reports that indicate whether a learner may need additional support or services in the classroom. This allows the school to design appropriate learning pathways and provide necessary accommodations to support student success.

Parents are expected to acknowledge and agree to the school's policies before enrollment, demonstrating their commitment to their child's educational journey within an inclusive and supportive environment.

Inclusion and Academic Integrity

At International Maarif Schools, integrity is a core value upheld by all members of the learning community. The school maintains open communication with parents, teachers, and students to ensure that each learner reaches their full potential. To foster academic honesty, students receive explicit instruction on paraphrasing, proper citation, and research ethics. All teachers share the responsibility of promoting and enforcing academic integrity by educating students on plagiarism, copyright, and appropriate referencing practices. To support students in meeting academic honesty standards, individualized task-specific checklists are provided for assignments.

Inclusion and Language

International Maarif Schools provide a rich multilingual learning environment that reflects the institution's unique cultural and linguistic diversity. As part of our inclusive approach, we offer instruction in three main languages: Turkish, English, and Urdu. This multilingual framework not only enhances students' linguistic proficiency but also fosters intercultural understanding and global citizenship.

Our admission policy and entrance exam, MAGIS, are designed to embrace the diverse linguistic and cultural backgrounds of our students. Through MAGIS, we ensure that students from various regions and language groups have equitable access to quality education, reinforcing our commitment to an inclusive learning environment.

A comprehensive language profile is developed for each student, recognizing their individual abilities and prior linguistic experiences. Multilingualism is at the core of our inclusion strategy, ensuring that students' diverse language needs are met through personalized support. Translanguaging is thoughtfully integrated into language acquisition lessons, allowing students to develop proficiency in multiple languages while valuing and leveraging their linguistic backgrounds.

For students with identified learning challenges, inclusive access arrangements are provided to ensure equitable learning opportunities. This may include differentiated instruction, additional language support, and tailored strategies to help students develop confidence and competence in their language skills. At Pak-Turk Maarif, we believe that multilingualism is not just a skill but a resource that empowers students to connect, learn, and thrive in a globally interconnected world.

Inclusion and Assessment

Assessment at International Maarif Schools is designed to be inclusive, recognizing diverse learning styles and needs. Formative and summative assessments are structured to provide all students with fair opportunities to demonstrate their understanding. Accommodation and modifications are made as needed to support learners with additional needs, ensuring that assessment practices align with the school's commitment to equity and inclusion.

VIII. Roles and Responsibilities

At Maarif International Schools, inclusion is a fundamental principle that aligns with the IB PYP philosophy of fostering internationally minded learners who demonstrate the attributes of the IB Learner Profile. Inclusive education is a shared responsibility that requires a collaborative approach among teachers, school leaders, parents, and the wider community to create an equitable and accessible learning environment.

Role of Teachers

- Differentiate instruction to meet diverse learning needs, ensuring equitable access to the curriculum.
- Foster a culture of agency, where students take ownership of their learning in an inclusive environment.
- Collaborate with specialists and support staff to provide individualized learning strategies.
- Promote translanguaging and multilingualism, valuing students' linguistic and cultural identities.
- Design inquiry-based learning experiences that encourage all students to explore, reflect, and act.
- Cultivate a caring and principled classroom community where diversity is celebrated.

Role of School and School Leadership

- Develop policies and structures that uphold the IB Standards and Practices for inclusive education.
- Provide ongoing professional development in inclusive teaching, behavior management, and collaboration.
- Ensure access to inclusive assessment practices, allowing all students to demonstrate their learning in diverse ways.
- Maintain open communication with families, fostering strong partnerships in student learning.
- Create a learning environment that is flexible, student-centered, and responsive to individual needs.

Role of Parents

- Partner with the school to support their child's social, emotional, and academic development.
- Advocate for and uphold inclusive values within the school community.
- Engage in parent workshops and discussions on inclusive learning practices.
- Encourage students to develop self-management skills and become independent learners.

Role of the Community

- Support school initiatives that promote international-mindedness and inclusion.
- Engage in school development programmes provide equitable opportunities for all learners.
- Participate in student-led action projects that reflect the PYP key concepts of responsibility and connection.
- Strengthening peer support networks that nurture collaboration, respect, and empathy.

At Maarif International Schools, inclusion is not just a policy but a commitment to lifelong learning and global citizenship. Through collaboration, agency, and a culture of care, we ensure that every learner, regardless of ability or background, experiences success in a diverse and dynamic learning environment.

IX. Pak-Turk Maarif International Schools and Colleges Guidance and Counselling Department and Inclusion in Schools

The Guidance and Counseling Department at Pak-Turk Maarif International Schools and Colleges is dedicated to supporting students in overcoming challenges and enhancing their skills to reach their full potential. The department works collaboratively with homeroom teachers, subject specialists, counselors, parents, and school leaders to ensure an inclusive, supportive, and nurturing learning environment.

Objectives of the Guidance and Counseling Department

The department aims to:

- Identify and remove barriers to learning, ensuring that all students have equitable access to education.
- Promote student well-being by addressing emotional, social, academic, and behavioral needs.
- Foster international mindedness, encouraging students to appreciate diverse cultural perspectives and develop empathy.
- Cultivate a positive school climate built on mutual respect, tolerance, and inclusion.
- Empower students with strategies for self-regulation, problem-solving, and personal growth.

Guidance and Counselling Services (GCS) at Pak-Turk Maarif International Schools & Colleges present professional, systematic, and psychological support to its students. The GCS framework is offered to assist the students to develop appropriate skills and

attitudes that are essential to resolve problems in academic, psychological, emotional, and/or social contexts.

Pak-Turk Maarif International Schools and Colleges provides the opportunity to its students to undertake counselling as a way of helping young people through talking and listening. The children and young people are always encouraged to express their feelings and thoughts about any issue of concern; thus, they can understand themselves and their behaviour better, identify and improve their ways of coping.

The counselling officers are primary members of the School's Student Welfare Team (SWeT) and consequently work within a team-based framework along with class and subject teachers, vice principals, principal, and parents.

The major aim of Guidance and Counselling Services (GCS) is to encourage and ensure students' academic, social, emotional, and personal development. Guidance and counselling services help the students to get to know about themselves better and find effective solutions to their daily problems. The framework of GCS also helps students to improve themselves in all areas and be full-functioning individuals.

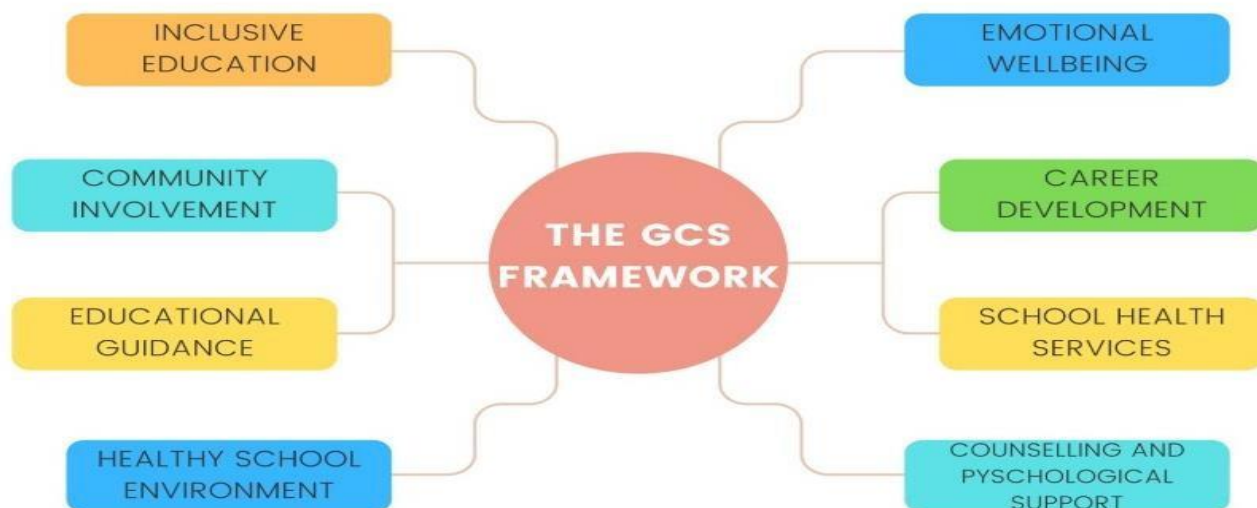
Counsellors and teachers monitor students' development through various tools and methods, and according to their needs they provide students with necessary support such as helping them to understand themselves and their needs, to solve their problems, to make realistic decisions, to improve their abilities and skills, and to adjust themselves and their environment in a healthier way.

While implementing the GCS framework, showing respect to individual differences is essential. Continuity and willingness are vital in guidance, and confidentiality is an indispensable factor in psychological counselling and support.

GCS is a student centric framework that places students and their needs at its center. While supporting the students, counsellors require the cooperation of the administrators, teachers, parents, and the other staff members when and where necessary.

X. Essential Elements of Guidance and Counselling Services

The 8 Dimensions of Guidance and Counselling Services at Pak-Turk Maarif



During their school life, students go through several developmental stages of self-understanding (self-awareness and self-acceptance), emotional identification, academic self-concept and competence and confidence as learners. They also build decision making, communicational, and interpersonal skills, as well as acquire attitudes toward school, study habits, peers, social groups, and family. The GCS framework's primary goal is to foster this growth by establishing a nourishing school climate and comprehensive school counselling program which can enhance the knowledge, attitudes and skills that students acquire in the domains of academic, personal, social and career development.

The essential elements of the GCS framework are summarized as below:

Working with Children

Supporting the individual is the major role of the counselling officers. For this reason, the counselling officers and teachers engage with the students in the school setting, make individual and group counselling interventions when needed, prepare and conduct developmental and preventive counselling services focusing on personal and intellectual development of students (e.g., coping with bullying, friendship building skills, conflict resolution skills, problem solving skills, social skills counselling programs). Individual, small-group, personnel, and crisis counselling are available to all students.

Additionally, counselling officer is responsible to prepare Personal Social Education lessons to provide the students with the knowledge of personal, social, academic,

and career development.

Working with Parents

Consultation with parents is an important part of our support process as every member of the school setting works together to create a safe and caring environment for students in and out of the school. GCS mainly covers the following areas with parents: Academic, social and emotional concerns, family transitions such as divorce, bereavement or loss of a family member, requesting further counselling for behavioural issues.

The counselling officer and teachers also inform the parents about the progress of their children in the school, conduct guidance sessions for parents to improve their parenting skills and enhance their relationships with their children when needed or requested.

Working with Teachers and Administrators

The counselling officer collaborates with teachers and administration to identify barriers to academic and personal growth and develop interventions to address areas of improvement. Pak-Turk Maarif gives utmost importance to identify the talents and uniqueness of each student as early as possible. Additionally, in-service training is given to the teachers in line with the annual training schedule and on the basis of needs analysis. Furthermore, counselling officer works together with administrators and regular meetings are held with the principals and vice principals to assist with identifying and resolving student issues, needs and problems.

Working with Field Experts

If required or requested, the counselling officer reaches out to the resources outside the school to help the students in different aspects. We contact other professionals such as clinical psychologists, psychiatrists, and special education experts when students have any kind of behaviour problems or learning difficulties that cannot be diagnosed and further supported through Tier 2 and Tier 3 interventions. Also, the counsellor may bring an expert to the school to organise in-service training for the school personnel when needed.

XI. Referrals

The Role of Counselling Officer and Tiered Services

Student counselling officers enhance student academic, career and social/emotional development through the implementation of Guidance and Counselling Services. Within this framework, the student counselling officers provide services such as;

- Facilitating all students with standards-based school counselling sessions to address universal academic, career and social/emotional development and analysing academic, career and social/emotional development data to identify students who need support.
- identifying and collaborating on research-based intervention strategies implemented by school staff
- evaluating the effectiveness of counselling process.
- revising interventions as and when appropriate.
- monitoring the outcomes of interventions.
- referring to school and community services as appropriate.
- collaborating with administrators, teachers, other school professionals, community agencies and families in the implementation of the GCS.
- advocating for equitable education for all students and working to remove systemic barriers.

The counselling officers align their school counselling program with the GCS by providing direct and indirect student services through **Tiered services:**

Tier 1

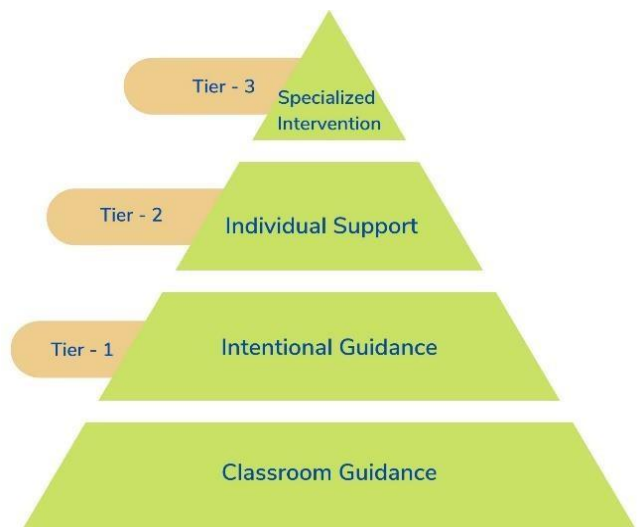
Tier 1 guidance and counselling services are in the form of classroom instruction and schoolwide programming and initiatives.

Tier 2

Tier 2 interventions including small-group and individual counselling, consultation and collaboration with school personnel, families, and community stakeholders.

Tier 3

Indirect student support services through consultation, collaboration, and facilitation of referrals to external service providers.



Additionally, school counsellors provide Tier 1 services by emphasizing the use of data and collaboration and engage in evidence-based prevention work. In Tier 2, school counsellors provide direct services such as targeted group counselling and individualized interventions. In Tier 3, school counsellors only provide indirect services as supporters through consultation, collaboration and facilitation of referrals to external service providers.

Working with the teachers and administrators is another service which is catered by counselling officers. Preparing handouts, trainings for the faculty or contacting outside experts to get consultation and trainings; diagnostic and pre-emptive scales, trainings for the parents about parenting related topics or inviting experts to conduct trainings can be defined under these services.

Internal Referral

Counselling at Pak-Turk Maarif International Schools is voluntary; however, students may be required to attend in cases of behavioral concerns or academic struggles. Referrals are made by the Principal, Vice Principal, Head of Student Affairs & Global Engagement, teachers, parents, or students themselves. A designated link teacher liaises with the counsellor to ensure an open-ended process, prioritizing student well-being. The counsellor operates in a private space with secure record-keeping and determines appointment arrangements.

Referrals to External Service Providers

If a student's needs exceed school counselling services, external referrals may be recommended. Parents are consulted, and while head office approval is not mandatory, it remains informed. The counselling officer may facilitate the referral and exchange relevant reports with consent.

Teacher's Role in Counselling

Teachers provide daily guidance, fostering student well-being and engagement. Class teachers (Grades 5 and above) play a key role in monitoring student needs, maintaining records, managing classroom routines, and collaborating with subject teachers and the counselling officer. They also involve parents in learning-related concerns and facilitate intervention strategies.

Parent Involvement

Parental partnership is encouraged, but students may access counselling independently if deemed competent. If parental consent is withheld and the student is not competent to consent, ongoing efforts are made to engage parents through discussions with the Student Welfare Team (SWeT).

Counselling is a voluntary intervention that allows children and young people to explore, understand, and address challenges causing them distress, difficulty, or confusion. It operates within defined boundaries and a clear contract between the student, counsellor, and, when appropriate, a parent or guardian.

The counselling officer utilizes recognized interventions, including cognitive, behavioural, family, narrative, and solution-focused approaches. These are often blended to provide short-term, problem-centred support. Interventions may also involve psycho-educational assessments, conducted only with parental consent and student agreement, ensuring results are shared with parents and relevant staff.

The Guidance and Counselling Policy at Pak-Turk Maarif Schools employs various tools to assess and support students' diverse needs. A structured series of forms and observations are utilized by counsellors and class teachers to ensure comprehensive student support. The process follows a sequential approach, including:

<p>Standardized Tests</p>	<p>These assessments help evaluate students' academic abilities, interests, and personality traits:</p> <ul style="list-style-type: none"> ▪ Achievement Tests ▪ Personality Inventory ▪ Interest Inventory ▪ Attitude Inventory ▪ Admission Tests
<p>Self-Expression Procedures</p>	<p>These methods help students articulate their needs, interests, and challenges:</p> <ul style="list-style-type: none"> ▪ Admission Interviews ▪ Student Counselling Profile (Form SA01) ▪ Student and Family Interviews ▪ Admission Interviews (Form AD00) ▪ Sense of Violation Questionnaire (for Teachers) (Form SA02) ▪ Student Interest Inventory (Form SA03) ▪ Sense of Violation - Parent Survey (Form SA04) ▪ Getting to Know My Child (Form SA05) ▪ Getting to Know Myself (Form SA06) ▪ Getting to Know Your Family (Form SA07) ▪ Who is This? (Form SA08) ▪ Who Am I? (Form SA09) ▪ Sociometry Scale (Form SA10) ▪ Complaints, Queries, and Suggestions Petition Form (Form SA11)
<p>Observational Techniques</p>	<p>Teachers and counsellors use structured observations to assess students' behaviour, learning patterns, and social interactions:</p> <ul style="list-style-type: none"> ▪ Family Observation Form (Form SA12) ▪ Family Observation Survey (Form SA13)

	<ul style="list-style-type: none"> ▪ Classroom Academic Observation Checklist (Form SA14) ▪ Teacher Anecdotal Report (Form SA15) ▪ Early Years Counselling Needs Analysis (Form SA16) ▪ Specific Learning Difficulties (SpLD) Evaluation Form (Form SA17) ▪ Patterns of Strengths and Weaknesses (Form SA18) ▪ Student Observation Form (Form SA19)
Referral System	<p>Students can be referred to for counselling support through various channels:</p> <ul style="list-style-type: none"> ▪ Self-Referral ▪ Class/Subject Teacher Referral (Form SA20) ▪ School Discipline Committee Referral and Feedback Report (Form SA21) ▪ Parent Referral ▪ Referral to External Healthcare Services
Record Keeping	<p>Proper documentation ensures continuity of support and monitoring:</p> <ul style="list-style-type: none"> ▪ Student File ▪ Student Support File ▪ Classroom File ▪ Counselling Sessions Register (Form SA21) ▪ Individualized Education Plan (IEP) (Form SA22) ▪ Annual Counselling and Guidance Activities Report ▪ School Discipline Committee File

For further details, refer to the **Guidance and Counselling Services (GCS) Policy, Procedures, and Framework**.

XII. Inclusion Policy for Students with Specific Learning Difficulties (SpLD)

Specific Learning Difficulty (SpLD) refers to challenges in specific areas of learning, such as dyslexia (reading), dyspraxia (coordination), ADD/ADHD (attention), dyscalculia (math), and dysgraphia (writing). SpLDs exist on a spectrum from mild to severe and are independent of intellectual ability or socio-economic background.

Observation and Evaluation

The SpLD Observation Form (SA17) is used to identify students with significant academic difficulties, collaborating with class teachers, parents, and the counselling officer. It is not a diagnostic tool but aids in recognizing potential SpLDs. Data from Getting to Know Your Family, Teacher Anecdotal (SA15), Family Observation Form (SA12), and Classroom Academic Observation Checklist (SA14) support the process.

Evaluation Components

- **Performance:** In-class assessment results, grades, and observations.
- **Achievement:** Standardized tools such as MAGIS, GAT, or external exams.
- **Intellectual Development:** Functional skill surveys, interviews, and observations.

Before identifying SpLD, evaluators must rule out:

- Visual, hearing, or motor disabilities.
- Cognitive impairments.
- Emotional disturbances.
- Cultural, environmental, or economic disadvantages.
- Limited English proficiency.
- Poor attendance or
- lack of appropriate instruction.

Procedures and Documentation

- Observations should be confirmed through multiple sources and repeated for accuracy.
- Initial SpLD observation is recommended from **Grade II** onwards.
- Reading, writing, and math difficulties should be assessed separately.
- If significant difficulties are observed, the **Patterns of Strengths and Weaknesses (SA18)** report is initiated.
- The **Student Support Team (SWeT)**, including the counselling officer, class teacher, subject teachers, and parents, oversees the process.
- SA18 determines the need for an **Individualized Education Plan (IEP)** and professional healthcare referrals.

Keeping in mind that SpLD can only be observed in students who significantly lag behind their peers in reading, writing, mathematical and analytical or motor skills, SpLD observation should initially be conducted, preferably, for Grade II students.

This procedure can also be conducted for Grade III onwards if the procedure has not been implemented in the previous grades and there are observable indicators of SpLD.

SpLD is divided into sub-types as dyslexia (reading), dysgraphia (writing), dyscalculia (mathematics) and dyspraxia (motor skills). Observations in the fields of reading, writing or mathematics should be evaluated separately and according to the frequency-measurement scale. Should at least one of the fields is assessed significantly higher than the others, the patterns of Strengths and Weaknesses procedure should be initiated and Individualized Education Programme (IEP) should be planned in line with the highlighted improvement area and relevant subject teachers. Parents should be provided with enough information about the observations and evaluation, and students may be referred to a professional healthcare institution for further evaluation.

Record Keeping

All evaluation documents (SA17, SA18, SA19) should be maintained in Student and Support files for reference and follow-up.

This policy ensures early identification and structured intervention for students with SpLD, supporting inclusive education.

At **International Maarif Schools** inclusion is at the heart of our IB PYP philosophy, ensuring that every student is valued, supported, and empowered to reach their full potential. Through a culture of collaboration, respect, and problem-solving, we strive to remove barriers to learning and create an environment where all learners can thrive. By affirming identity, valuing prior knowledge, scaffolding, and extending learning, we provide equitable access to the curriculum, fostering a dynamic learning community where diversity is embraced. Our commitment to inclusion prepares students to be responsible, compassionate, and engaged global citizens.

Reference

- Learning diversity and inclusion in IB programmes Removing barriers to learning©International Baccalaureate Organization
- Programme standards and practices For schools who are applying for candidacy, or are in candidacy, on or before 1 August 2022©International Baccalaureate Organization
- S. A. Saleem Basha, S. Prabhakar *Inclusive Education: Role of Teachers, Parents and Community* ISSN: 2249-5894 Volume 4, Issue 12 December 2014

- How to Promote Inclusion in the Classroom <https://drexel.edu/soe/resources/student-teaching/advice/Promote-Inclusion-in-the-Classroom/>
- Why is inclusive education important? <https://www.texthelp.com/resources/inclusive-education/importance-of-inclusion/>
- Pak-Turk Maarif International Schools and Colleges GUIDANCE AND COUNSELLING SERVICES (GCS) Policy Procedures and GCS Framework