

FMV ERENKOY IŞIK HIGH SCHOOL

INCLUSION POLICY

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INCLUSION POLICY STEERING COMMITTEE

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FMV ERENKÖY IŞIK HIGH SCHOOL
2019-2020 ACADEMIC YEAR
IB (INTERNATIONAL BACCALAUREATE) DIPLOMA PROGRAMME
INCLUSION POLICY

I. Introduction

Our school values having students who are “lifelong learners, open-minded to different cultures, with internalized ethical values” over academic success and ambition by taking the principle of “raising good citizens” into consideration. For this reason, in our school individual differences are supported and the students are helped to become the person they want to be.

This document has been prepared to state the Inclusion/ Learning Support Requirements policy implemented at FMV Erenköy Işık High School-Science High School, based on the belief that all students have the right to learn and to be assessed under fair conditions. The purpose of this document is to explain the arrangements available for teaching and assessing students who have learning support requirements. During the preparation process, members of the school community, including administrators, teachers, parents and students, gathered to discuss national and international developments in education and to share their observations and experiences in school environment and they have contributed to the preparation of this document.

II. Philosophy

“IB diploma Programme encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB mission statement – 2004.)

In the sense of special education, FMV Erenköy Işık High School-Science High School philosophy aligns with the philosophy of the IB. The leading institutional aim among the others announced to school community and public is “Enabling our learners to become individuals who are respectful of others’ rights and differences, sensitive to others’ needs, and lifelong learners who internalize the basic values such as peace, tolerance, democracy, children’s rights and human rights.” Our institution aims to help students internalize these values by modelling the behaviours we wish to instil.

In our High Quality Education Policy, it is emphasized that students need individual development and they need to be supported to achieve it, as it is stated in “Students are always aware where they are in learning process, what they can achieve and how they can do it the best with the high quality education environment in our school”.

That is to say, all students who have enrolled to our school receive a meaningful and equitable education. Our school believes students with learning support requirements must carry on their education with their peers by providing them with supportive education services.

III. Students with Learning Support Requirements

The term –Learning Support Requirements – refers to candidates with individual learning needs who have the intellectual capacity to meet all curriculum and assessment requirements and who require learning support to demonstrate their level of achievement.

Students who require learning support may be specified as follows:

- a) Language and communication disorders: Reading, writing, spelling, processing symbolic language (dyslexia, dyscalculia), articulation problems. In such cases, collaboration with parents, evaluation and support received from an expert are some methods applied to fulfil student needs. Besides consultation, visual and audial materials are significant resources in student development.
- b) Social emotional and behavioural issues: Attention disorder, eating habits, phobias, disruptive behaviour, tendency to violence etc. Individual consultancy service makes up the biggest part of support provided. Additionally, diary, agenda, and weekly programs are used a support tool as well.
- c) Physical and sensory conditions: Physical disabilities that may not always be obvious but affect mobility from mild to profound. (Sensory issues, e.g. hearing loss, visual problems) Teachers are informed about the situation. During the meetings with students, an attitude that strengthens visual or audial aspects depending on the situation displayed. The classmates are also informed about the situation.
- d) Medical conditions: Heart diseases, epilepsy, asthma, fibrosis, renal failure, anaemia, diabetes, allergies, leukaemia and other types of cancer. The infirmary service that is available at all times will have an active role in medical conditions. Additionally, individual consultancy meetings will be arranged for support.
- e) Mental health issues: Psychotic conditions (e.g. schizophrenia, manic depression, autism, obsessive-compulsive disorder, eating disorders, anxiety, emotional distress, gifted students)
- f) Having special gifts and talents: In our country, learning support is generally considered as a facility offered to students who fall behind of their peers. However, students with special gifts and talents may also need the same support as much as the aforementioned students. Gifted students can be superior to their peers in every field or some field, or be superior in some while having difficulties in other fields. When these students do not get a correct diagnosis, they may draw attention with disruptive behaviour and because of these behaviours, they can be diagnosed with wrong conditions such as hyperactivity and attention deficiency. For these students, support can be received from universities and organizations. It is known that these students experience a very efficient education when education plans are designed with the student and parents.

In the process of providing learning support, the basic roles of school psychological consultant include; providing teachers with the necessary resources to inform about the student, giving consultation in the process of preparing lesson plans and adapting educational materials according to these new plans, keeping teachers informed about

the process on a regular basis, giving psychological consultancy service, and keeping strong communication with the help of support received outside school.

IV. Differentiation

Differentiated education at FMV Private Erenköy Işık High School-Science High School is perceived as a way to cope with individual differences of students and this aims to integrate students with their own differences into the school community. We have students with different readiness levels, interests, language proficiency, learning styles and needs. We attempt to cater to the needs of all students, while at the same time trying to keep their motivation high. By taking the fact that students respond better when tasks are prepared with consideration to their level, our school does not only give students the opportunity to use their skills more effectively, but also organizes works in which they can follow their own pace.

There are two principles that help teachers in the process of differentiated education. The first thing that we do is to determine the readiness level of the students and the following task is to identify how we can teach the content of the curriculum, not only according to their needs but also to their level as well. This is done in two ways: through the worksheets prepared for the students, as well as the in-class materials. At this point, what we bear in mind is to keep the aim and objectives of the lesson the same, but to present it in a way that makes it more achievable for the students.

Our teachers take part in in-service training sessions to improve themselves in differentiated education where they are presented different ways and methods of differentiating materials. Besides the works that are aimed at students with special needs, our teachers try to provide support for all students by discovering their individual differences and needs.

V. Inclusion and Individualized Education Procedures at FMV Erenköy Işık High School-Science High School

Teachers who teach a student with learning support requirements are supplied with information about factors that affect the student's learning. We support and implement differentiated education for all students when necessary.

Our school, which is under the auspices of the Ministry of Education, acts in accordance with the said Ministry's regulations relating to students with learning support requirements. All Secondary schools are bound by the Secondary Institutions' Regulations, published in the Official Gazette, No. 28758, 07.09.2013. (Ref. 1) Attention is paid to the procedures for learning support, as laid down in the Official Gazette – Special Education Services Regulations, No. 30471, published on 07.07.2018, which describes "integrated learning" practices. (Ref. 2)

At registration, information relating to students' previous history is studied from their personal files. Following that, students are given the "Student Information Form" (Ref. 3) and parents a "Parent Information Form" (Ref. 4) by assuring confidentiality. With the information

gathered from these forms, one-to-one student-counsellor interviews/meetings are held. Following such regularly held meetings, teachers' opinions are sought.

After carrying out these standard practices with all students, those who are judged as having learning support requirements, are referred to RAM (Local Counselling and Research Centre). Educational evaluation and identification of these students are prepared by a special education assessment arrangements committee at RAM, by carrying out objective, standard tests and using appropriate assessment tools, taking the individual characteristics of students into consideration. An "Integrated Educational Program" is created by RAM for those students who are judged as requiring learning support.

An "Individualized Educational Development Body" creates an "Individualized Educational Program" for every subject for the student in question. A learning support teacher, a counsellor, a teacher responsible for formulating an educational program, the student's home room teacher, other teachers, the student's parents and the student in question make up this body. The afore-mentioned body meets regularly/systematically and assesses the student's development. As we do not have special educational personnel, we apply to RAM or our Primary Institution's Special Education Specialist for consultant services as and when required.

The "Individualized Educational Program" contains the following:

- student's personal information;
- a yearly plan, appropriate to the student, with short and long term aims in mind;
- type, duration and regularity of support to be given to student and by who and how it will be delivered;
- methods, tools and educational materials to be used in the educational and assessment process;
- necessary adjustments to be made in the learning environment;
- precautions and practices to prevent or alleviate any behavioural problems.

By considering the situations that are in the 3rd article in our policy, what procedures to follow, and RAM's suggestions, the Individualized Education Development Body decides on the most suitable and required education techniques and checks the course of their application.

In cases where our school has students who are in need of integrated learning, first related information is gathered from the student's personal file and his/her previous school's counsellor. Meetings are arranged with the parents on diagnosis, difficulties faced, and actions followed up to present. Afterwards, teachers are duly informed and if it is considered to ease the process, the classmates are also informed. In the meantime, all the information gathered about the student and the family are kept confidentially by our guidance and counselling service.

Afterwards, educational implementations are carried out in line with the student needs. Subject topics are supported with additional study sessions outside of lesson hours. The

students are also supported socially by being partnered with peers who are suitable to their personal characteristics in school activities, projects and clubs within the school. As long as the student is in need of integrated learning, the guidance and counselling service provides the students and the family with support on a regular basis, shares related information with teachers and school administration when required, and strengthens the collaborative environment.

VI. Inclusion/Individualized Education Procedures in the Diploma Programme

VI. I. Principles

All learning support arrangements and assessment regarding IB students who have learning support requirements are based on the principles stated by IBO (ref: Candidates with learning support requirements)

VI. II. Responsibilities of the School

Before accepting a student with learning support requirements as a candidate for the DP, suitable arrangements for both teaching and assessment to be made for that student will be considered. A similar consideration will be shown before confirming a candidate's choice of subjects. This will be done by consulting all teachers and the guidance and counselling department. Any decision made in this sense must be supported by the school principal and a consent must be obtained from the students and parents.

The next step is applying for a special request on behalf of the candidate. The school is responsible for making all arrangements required for the assessment procedure. Before the exam the candidate must be familiar with the special arrangement(s) and any special equipment/support that will be used. It is the school's responsibility to make sure that all equipment functions correctly and there is a member of staff who is familiar with the use of the equipment.

VI. III. Special Needs and Inclusion Applications

- a) Temporary medical conditions; usually requires a doctor's note
- b) Long-term medical condition or permanent disability: A detailed doctor's report that states the impact of the condition on learning is required
- c) The students who have the report provided by RAM

Our school has not had any student who has had a different disability than the abovementioned cases up to the present. If we have any, required precautions will be taken to provide an equitable education as his/her peers.

If an IB student is ill in the final year of the programme, IB should be notified using a D1 form. If the illness occurs during a written exam, a D2 form is used together with a doctor's report.

VI. IV. Procedure

If it is the school's wish to request assessment access requirements, IB is informed with appropriate forms. If the candidate's condition is already anticipated, inclusive assessment arrangements will be automatically carried over into the diploma session. If a candidate's condition improves after the request has been made, the IB must be informed.

Inclusive/individualized assessment arrangements are as follows:

- a. Taking an exam in a separate room (with better lighting, echo, computer etc.)
- b. Organizing for appropriate seating
- c. Keeping a care assistant
- d. Using aids (a hearing aid, a magnifying aid, speech equipment, a Braille slate, scribes, etc.)
- e. Naming colours (for the colour blind)
- f. Giving additional time (for details - *IB Candidates with Special Assessment Needs*)
- g. Modifying exam papers
- h. Using voice activated technology
- i. Getting special assistance (scribes, readers, communicators, prompters)
- j. Using transcriptions
- k. Taking the exam at an alternative venue
- l. Extending deadlines
- m. Assisting with practical work
- n. Being exempt from assessment

*Individuals who provide assistance during the exams cannot be another candidate or a relative of the candidate.

VII. Issues Requiring Development

Despite the fact that we have no physically impaired students at present in our school, we have toilet facilities, a ramp and a wheelchair for those who may require physical assistance; however, there is no elevator in our school. A proposal to install one has been put forward to the foundation. The required feasibility works have been carried out, yet it has not been executed because the building statics constitutes an impediment to elevator construction.

Despite the fact that our school does not have the required information and materials to provide students who have physical disabilities (visual, audial, physical) with equitable education as their peers, we have the budget and determination to follow the required steps in case these students join in our school.

We are of the opinion that the appointment of an expert for learning support requirements would be of great benefit in ascertaining the needs for and planning of special education and in supporting the teaching staff in the process. It is also planned that the expert especially helps teachers prepare special programs for gifted students.

In our future related vision, there is a plan of assembling a learning and teaching body that teaches students to learn, provides professional support with the difficulties students face, and encourages students to take responsibility for their learning process. In this way, our school will convert from being a school that only provides students who need learning support requirement and who have an official document into an institution that helps all students reach their full potential.

Our school is not yet at the level we aim to be about providing students with mentors and a place where they can focus on their interests, the difficulties they face, and individual projects. Our aim is to increase the number and function of the facilities that students with individual learning differences can work on their learning process with a mentor on occasion.

VIII. Relating the Document to Other Policies

VIII. I. Admission Policy

Considering the challenges and high expectations that the IB Diploma Programme poses for the candidates, the selection of the candidates will be done with utmost care and attention.

There are certain academic requirements for a student to apply for the diploma programme. A diploma candidate's grade 9 and 10 overall average marks for all subjects studied up to the time of the application must be at least 80, and grade 9 and 10 overall English average up to the time of the application must be 85.

In the circumstances when a candidate is likely to be in need of educational support despite fulfilling the academic requirements above, further documentation or an interview may be demanded from the student or parents.

Additionally, grade 10 teachers write a reference letter for each of the applicants. Following this, a candidate admission committee is assembled to evaluate each candidate separately. The candidate admission committee gathers to revise and discuss the information for the candidates with learning support requirements and a decision is made about whether the applicant can comply with the programme and whether the necessary support can be given to the candidate throughout the programme.

Besides the IB programme, our school is an institution that has high academic standards, the education language is the mother tongue and many lessons are taught in English appropriate to international criteria. The students who want to enrol in high school are required to have certain academic and behavioural standards for students who are within the institution or from another institution. For this reason, some applications are not accepted because they do not fulfil these requirements. (e.g. mother tongue not being Turkish, having serious disciplinary crimes, having chronic academic problems or physical ability at a level where it is not possible to follow the curriculum.)

VIII. II. Assessment Policy

It is emphasized with the statement in our school's Assessment Policy, "Teacher make use of various methods and techniques for assessment so that students' various needs and differences will be evaluated," that students' individual differences will be supported in evaluation and assessment process as well.

The principle of the policy is that students with learning support requirements study together with their peers and receive support and are assessed in an equitable system. The philosophy of our school matches the IB mission's in terms of in these assessment arrangements. According to MEB regulations, differentiated assessment is applied for those students who have RAM report.

VI. III. High Quality Education Policy (CIS)

Our school follows an appropriate path with the Inclusion Policy as it is stated in our High Quality Education Policy "Students' needs and different learning styles are well-defined;

education policy based on these needs and learning styles is a guideline in individual learning experience.”.

IX. Review

The development, implementation, and review process of the inclusion policy include all staff. This process requires a collaboration among foundation, school administration, IB coordinator, heads of departments, teachers, students, parents, and other members of school community.

Our integrated learning policy is evaluated at the end of each academic year by the Special Needs/ Integrated Learning Policy Committee, chaired by the DP Coordinator. The necessary changes are made to keep it updated and shared with the school community through school website, social media platforms and it is also shared with public and school community at the school introductory meetings held at the beginning of every academic year.

References

1. The MOE Procedure for Secondary School Education
(<http://www.resmigazete.gov.tr/eskiler/2018/09/20180901-6.htm>)
2. The MOE Procedure for Special Educational Needs
(https://orgm.meb.gov.tr/meb_iys_dosyalar/2018_07/09101900_ozel_egitim_hizmetleri_yonetmeligi_07072018.pdf)
3. Student Information Form A – B
4. Parent Information Form
5. The MOE Procedure for Guidance and Counselling Service