



**AYAZAĐA IřIK LİSESİ**

# **INCLUSION / SEN POLICY**



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## I. INTRODUCTION

This document has been prepared to state the Inclusion / Learning support Requirements policy implemented at FMV Ayazağa Işık 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 provide teachers, students and parents information about the arrangements available for teaching and assessing students who have learning support requirements.

## 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 Ayazağa Işık High school philosophy aligns with the philosophy of the IB. That is to say, all students who have enrolled to our school receive meaningful and equitable education.

## 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."  
*IB Candidates With Learning support Requirements*

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.
- b) Social emotional and behavioural issues: Attention disorder, eating habits, phobias, disruptive behaviour, violence
- 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 (e.g. the structure or the function of the eye)
- d) Medical conditions: Heart diseases, epilepsy, asthma, fibrosis, renal failure, anaemia, diabetes, allergies, leukemia and other cancers
- e) Mental health issues: Psychotic conditions (e.g. schizophrenia, manic depression), eating disorders, anxiety, emotional distress, gifted students)

## IV. DIFFERENTIATION

Teachers at Işık Ayazağa Campus perceive differentiated instruction as a way to cope with the diversity of students in all terms. As it surely is the case in most other educational institutions, we have students with different readiness levels, interests, language proficiency, learning styles and needs. It is not always an easy task to be able to cater for the needs of all students while at the same time trying to keep the motivation at high levels.

Based on years of experience, we have observed that students respond better when tasks are prepared at their level. This does not only give them the opportunity to use their skills more effectively, but they can also follow their own pace. If we want the students to be autonomous, we have to be autonomous as teachers as well and differentiated instruction is a way of achieving that.

There are two principles that help us as teachers. 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 link 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 of the lesson the same but to level it in a way that would make it more achievable for the students.

Our teachers take part in in-service training sessions where they are presented different ways and methods of differentiating materials. Thus, they are also given the opportunity to share their in-class experiences with each other.

As of 2012-2013 Academic Year, we have tried to implement the basics of differentiation in all classes and give both the teachers and the students a clear understanding of what it is. We believe that once we are successful in doing that, we will be able to start applying more methods of differentiation in the coming years.

Affirming the identity of the learner and valuing his prior knowledge at the beginning of the programme helps the student build self-esteem. Scaffolding and extending learning are two other differentiated practices that are applied in our school.

*"It is not the difference, but the difference we make of it" – (Mihov, 1990)*

## **V. INCLUSION PROCEDURES AT FMV AYAZAĞA IŞIK HIGH SCHOOL**

Teachers who are required to teach a student with learning support requirements are supplied with the information about the factors that affect the student's learning. We support and implement inclusive education in order to increase learning outcome with the belief that all students should have access to education regardless of their special needs and their personal potential.

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, No. 26184, published on 31.05.2006, 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 A-B" (Ref. 3) and parents a "Parent Information Form". (Ref. 4) The parents' forms are sent to them in sealed envelopes and are required to be returned to the school in the same way, assuring confidentiality. With the information gathered from these forms, one-to-one student-counselor 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 Counseling and Research

Center). At RAM an inclusive assessment arrangements committee creates an “Integrated Educational Program”, by carrying out objective, standard tests and using appropriate assessment tools, taking the individual characteristics of students into consideration. (Inclusive educational arrangements for those in need is tailored by educational support services with the aim of the said students carrying out their education together with their peers who have no such need in public and private, pre-school, primary and secondary schools.)

An “Individualised Educational Development Body” creates an “Individualised Educational Program” for every subject for the student in question. A learning support teacher, a counselor, 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. As we do not have special educational personnel, we apply to RAM for consultant services as and when required. The afore-mentioned body meets regularly/systematically and assesses the student’s development.

The “Individualised 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 behavioral problems

There are no students at present in our school who are in need of integrated learning. However, we have a student with impaired hearing in Grade 11. He has a hearing aid but also uses lip-reading for support.

After registering at our school, information was gathered from his personal file and the counselor from his previous school. A parental meeting was held to discuss the student’s hearing problem and methods followed up to the present time. His teachers and class mates were duly informed. No official health report has been tendered by his family to the school.

Teachers were asked to be extra-careful of their enunciation and to face the student when speaking. Written texts are given to support the lessons and one-to-one study sessions are also arranged to review topics. The student in question is academically successful. He is partnered with appropriate peers in school activities, projects and clubs.

## **VI. INCLUSION PROCEDUES IN THE DIPLOMA PROGRAMME**

### **IV. I. PRINCIPLES**

All learning support arrangements regarding assessment for candidates who have learning support requirements are based on the principals stated by IBO (ref: Candidates with learning support rquirements)

## **VI. II. RESPONSIBILITIES OF THE SCHOOL**

Before accepting a student with learning support requirements as a candidate for the DP, whether suitable arrangements for both teaching and assessment can 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/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. APPLICATION FOR SPECIAL ARRANGEMENTS**

- 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.

If a candidate 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 should be 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 assessment arrangements are as follows:

- a. Taking an exam in a separate room (with better lighting, echo, computer)
- b. Organising 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 transcriptons
- 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 school management. In 2013-14, we are planning to include a social project to record books for the sight-impaired, thereby raising awareness among students and creating a resource base.

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 inclusive education and in supporting the teaching staff in the process.

In addition, a request for a lift in the high school building has been made to the school board.

## **VIII. RELATING THE DOCUMENT TO OTHER POLICIES**

### **VI. 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 overall average marks for all subjects studied up to the time of the application must be 65-70, and grade 9 overall English average up to the time of the application must be 75-80.

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.

Grade 9 teachers will fill in an 'IB candidate Evaluation Form' for each of the applicants. Following this, the candidate admission committee will gather to revise and discuss the information for the candidates with learning support requirements and a decision will be made about whether the applicant can comply with the programme and whether the necessary support can be given to the candidate throughout the programme.

### **VI. II. Assessment Policy:**

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 equalitive system. The philosophy of our school matches the IB missions in terms of inclusive assessment arrangements.

## VII. REVIEWING THE POLICY

Our integrated learning policy is evaluated at the end of each academic year by the Special Needs/ Integrated Learning Policy Committee, chaired by the DPC. When necessary, other relevant members of the school community are included in this review process. The necessary changes are made and shared with the school community.

### **REFERENCES**

- 1) Millî Eğitim Bakanlığı Ortaöğretim Kurumları Yönetmeliğinde Değişiklik Yapılmasına Dair Yönetmelik. (2018, 1 Eylül). *Resmi Gazete* (Sayı: 30522). Erişim adresi: <http://www.resmigazete.gov.tr/eskiler/2018/09/20180901-6.htm>
- 2) Özel Eğitim Hizmetleri Yönetmeliği. (2018, 7 Temmuz). *Resmi Gazete* (Sayı: 30471). Erişim adresi: [https://orgm.meb.gov.tr/meb\\_iys\\_dosyalar/2018\\_07/09101900\\_ozel\\_egitim\\_hizmetleri\\_yonetmeliği\\_07072018.pdf](https://orgm.meb.gov.tr/meb_iys_dosyalar/2018_07/09101900_ozel_egitim_hizmetleri_yonetmeliği_07072018.pdf)
- 3) Öğrenci Bilgi Formu A-B
- 4) Veli Bilgi Formu
- 5) Okul Rehberlik Hizmet Yönetmeliği