

BODRUM PRIVATE MARMARA PRIMARY SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

INCLUSION POLICY

August 2022



BODRUM PRIVATE MARMARA PRIMARY SCHOOL

INCLUSION POLICY

Introduction:

INCLUSIVE EDUCATION , which is the practice of the Ministry of National Education, is applied for students with special needs in our country. Integration according to the Special Services Regulation of the Ministry of National Education;

Article 4: Education practices through inclusion/ integration: In order to ensure that individuals with special education needs interact with other individuals of all types and levels and achieve their educational goals at the highest level, support education services are also provided to these individuals, full-time with their peers or part-time in special education classes.

Article 22: Individuals with special education needs can continue their education with their peers full-time in the same class or part-time in special education classes through inclusion/integration.

OUR GOAL:

With an interdisciplinary approach that involves all relevant people who will support student learning throughout the school; an approach that takes into account the individual characteristics and needs of students, social, emotional, cognitive and academic differences is adopted.

Admission and enrollment to Bodrum Private Marmara Primary Schools is considered as a whole consisting of the students' potential (for benefiting from the learning programmes), the capacity of meeting the candidate's educational needs and meeting the financial requirements. The students with special educational needs are admitted in accordance with to what extent the needs of these children may be met in the school's current facilities. If the conditions are not appropriate, for their welfare, the students are not admitted to school.

The following criteria should be met to be admitted to the school:

- Students should have self-care skills
- Students should be able to express themselves verbally.
- It is stated in the agreement that the parents promise to cooperate with the School Administration throughout the year.

OUR APPLICATIONS:

In the kindergarten, our counselors come together with our classroom teachers and make one-to-one interviews and studies with students who need special education and support. Meetings

are held to inform families where necessary. Class teachers manage the process in cooperation with the counselor and family.

After enrolling in primary school, students are observed by their class teachers, branch teachers and Counseling and Guidance Service teachers assigned for all levels. The parents of the student whose difference is observed are invited to a meeting and the situation of the student is evaluated. If the student has a recognized special education need, Ministry of National Education Inclusive Education program procedures are applied. If the difference of the student is not diagnosed, if he shows signs of attention deficit or excessive mobility that are not suitable for the student's age and development level, the parents of those students are contacted and the family is directed to the Guidance Research Center or a specialist for diagnosis and intervention. School Psychological Counseling and Guidance Service does not have the authority to make a diagnosis. Psychological Counseling and Guidance Service cooperate with these centers and specialists and conduct the necessary applications that support the child at school through the guidance of the specialists.

If there is a cognitive situation, BEP (Individualized Education Program) is applied. Special plans and programs are prepared by the teachers. BEP meetings are held and their reports are delivered to the counselor at the end of the semester and placed in the BEP file.

Another important issue is the cooperation between parents of students with special education needs and teachers. Parents of students with special needs support their development by reinforcing their knowledge and skills at home with the practices recommended for their children. Parents of other children also support their children by showing positive attitudes towards students with special needs.

With a student-centered approach, the curriculum is updated according to the needs of the classroom teachers and all other teachers in line with the developmental characteristics and needs of the students. In-class teaching and learning activities include adaptations and arrangements in line with the learning style, pace and characteristics of all students, and are supported by additional studies and resources.

In addition to these studies, the special education teacher observes the in-class performance of the student in need of special education. Collects information from the class teacher and family. The student's level of readiness is determined. Interactive studies are carried out with the "BEP" and "ZEP" programs about the student and progress is made in line with the annual plans. Methods and techniques may vary in the process.

Problem solving phases, auditory perception, productivity, thinking skills, numerical processing skills, brainstorming technique, lateral thinking, interactive learning environment, defining and re-evaluating arguments, figure-ground relationship, hand and eye coordination, depth perception, analytical thinking, connective thinking, synthesis thinking, epizolig

intelligence (long-term memory) and phonological awareness. Education continues until the student reaches a certain learning level.

Psychological Counseling and Guidance Service makes evaluations within the framework of the annual study program determined for the group every year in order to determine the different abilities and learning styles of the students except for their special education needs. Evaluation results are analyzed and teachers are informed about the learning differences and learning styles of students in classrooms. Thus, when teachers prepare unit plans, they take into account the structures of their students in their classrooms.

In addition to these studies, the Psychological Counseling and Guidance Service conducts values education studies with all students within the annual plan and attention activities, group work and social skills activities (assertiveness training, anger control, communication etc.) to support students with difference.

School administration follows the requirements of Bodrum Private Marmara Primary School Inclusion policy. It holds evaluation meetings and is updated when needed.

Primary Years Programme, Special Education Policy. 1st Edition September 2015. 1st revision: August, 2016 2nd revision : 7 November 2016. The programme standards and practices are in force as of 30 June 2017. 3rd Revision: 17 August 2022 .