**TED ÜSKÜDAR COLLEGE INCLUSION POLICY**

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This document is prepared for inclusion of students in IB Diploma Programme and curriculum in the direction of the IB mission statement and TED Üsküdar College mission statement.

1. **Objective**

The welfare and well-being of every student is the goal of TED Üsküdar College High School. Students who are unable to live independently within the school community, lack self-sufficiency, or require specialized support for their studies are not eligible to be admitted to TED Üsküdar College.
The goals of TED Üsküdar College Inclusion Policy are listed below:

* To minimize and get rid of all obstacles to education.
* To provide an encouraging environment where all students, learn from diversity and differences
* To guarantee that every student has access to the curriculum via various approaches to teaching.
* To assist students in realizing their own distinct intellectual potential.
* To track and record student progress and development by using data and by keeping stakeholders informed.
* Assess students' growth and evolving needs through collaborative meetings between educators, consultants, guidance services, students, and parents.
* To establish a school culture that values students' happiness as much as their success and treats them with love, tolerance, and compassion
* To treat children in a way that respects their rights and to provide a school culture which students don’t feel threatened.
* To create a caring and joyful learning atmosphere where students feel appreciated, respected, and treated equally
1. **IB Mission Statement**

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.

1. **TED ÜSKÜDAR COLLEGE VISION AND MISSION STATEMENT**

**TED Üsküdar College Vision**

As TED Üsküdar College, our vision is to raise individuals who take confident steps towards the future and to whom we can safely entrust the future.

**TED Üsküdar College Mission Statement**

\* As an institution founded through Atatürk's wishes and counsel, to maintain and uphold an institutional identity that adheres to the tenets of Atatürk and the republic.

\* To raise individuals who possess confidence and self-esteem, show respect for human rights, are aware of social and universal issues and willing to find solutions to them, and advocate peace, wisdom, and progress.

\* To be a school that any student would like to have the privilege to attend and that boasts a spirit and sense of community that endures long after graduation.

1. **Philosophy**

TED Üsküdar College develops students' thinking skills and helps them become global citizens. TED Üsküdar College Inclusion Policy adopts the IB philosophy of inclusion through programme standards and practices and IB Access and Inclusion Policy. TED Üsküdar College High School believes that the individual differences of each student can be transformed into competence, with the awareness that students learn throughout their lives and are different from each other. This policy is prepared with this perspective. With this policy, TED Üsküdar College strives to support the success of students, improve their skills and maximise their progress at their own pace. The aim of the inclusion policy is to maximise students' capacities and to ensure that they perform appropriately.

The student profile is important for students to be admitted to IB Diploma Programme and for the formation of the school profile. TED Üsküdar College encourages students to participate in the programme that will contribute a lot to their competencies. In line with IB mission, members of the TED Üsküdar College school community are supported with an understanding of education that includes everyone, regardless of gender, age, race, culture, ethnicity, language, living conditions.

1. **Relation to Other Policy Documents**

TED Üsküdar College Inclusion Policy should be read in conjunction with the school policies listed below, which are available on the school website.

• Admission Policy

• Academic Integrity Policy

• Language Policy

• Assessment Evaluation Policy

1. **Differentiation**

TED Üsküdar College believes that all students are unique so the way they learn is different. The cognitive level, learning preferences, prior knowledge, and experiences of students all influence their interest in a given course. Although differentiation also requires methodical planning, this improves the learning environment. Differentiated education is a set of techniques used in TED Üsküdar College to help each student realize their full potential. Students who get differentiated instruction are better able to focus on planning and meeting their individual learning requirements.

Differentiation techniques include:

a) Content: Students are given the opportunity to select what they wish to learn or establish goals by altering the resources.

b) Process: Give students a range of options regarding how to learn.

c) Product: By offering students options for showcasing their learning, plans are created to enhance and reinforce their preferred methods of learning.

The learning environment is organized in accordance with the activities of inclusion. **Through regular office hours, every student has the opportunity to work in accordance with his/her work readiness, interest or learning style.** **The process of inclusion is carried out separately for students whose mother tongue is different from the language of the school's instruction.** In this process, techniques such as layered instruction, RAFT, learning stations, learning contracts, reading circles, centres, and Tic-Tac-Toe are used.

In summary, TED Üsküdar College distinguishes content, processes and products according to the profile of readiness, interest and learning, and believe that size does not fit all. To reveal our students' real potential, all stakeholders involved in the education and training process are cooperating in actions. The methods of inclusion are determined according to the interest and preference of the students. Inclusion is closely linked to the Four Principles of Good Practice described by the IB (International Baccalaureate Program SpecialEducationalNeeds,2010).

TED Üsküdar College is primarily concerned with protecting the rights of all children. Their right to participate, to share opinions and to say about the decisions made for students. Each time this policy is revised, a system is developed in which children can express their own safety and well-being, provide feedback on the current system and write their own child protection instructions.

1. **Roles**
	1. **Role of The Teacher**

Each semester, all teachers have meetings with the parents for all students individually. In addition, teachers have meetings all together on each student’s progress individually. Since all students are different and unique at TED Üsküdar College, teachers try to determine each student’s unique educational needs. Teachers collaborate to determine teaching strategies that promote academic growth. They also create lesson plans for various levels and needs of students in order to differentiate so that students can study at their own pace and in their own way.

* 1. **Role of The Language Teacher**

Language teachers teach academic concepts and skills connected with language acquisition. To assess each student's level of language ability on admission to the school, language teachers rely on placement tests. In cooperation with teachers of other courses, language instructors employ instructional strategies that foster comprehension and language development. For students who require differentiation, language teachers create classes for small groups or individuals so that they can learn at their own speed and in their own way. If required, students are given differentiated homework by language teachers.

* 1. **Role of The Guidance Department**

The guidance department at TED Üsküdar College looks after the behavioral, emotional, social and cognitive growth of every student. The head of guidance department at TED Üsküdar College tracks the students’ psychological and academic growth and communicates his or her opinions to stakeholders in any necessary situations. All teachers are informed by the guidance counselors about the students' diverse needs and the required steps to meet those needs. The counselor and the vice principal have meetings with parents on academic or mostly behavioral issues when needed.

Parents are surveyed on particular seminars they feel are important to strengthen their relationships with their children. Regarding this, parent seminars are organized on different needs of them throughout the year.

1. **Admission to TED Üsküdar College**
	1. **Preschool Student Admission Process**

TED Üsküdar College Preschool accepts students aged 48-66 months. At the admission of the students to the preschool, an interview is conducted by the Psychological Counselling and Guidance Unit in order to get to know the candidate. In this interview, the student and parents are interviewed. Priorities in the interview are listed below:

- Is the candidate student easily leaving the family to have the interview individually?

- Is his/her self-expression skill at the level of his/her age (fluent speech-articulation status, whether there is stuttering-skipping etc.)?

- Motor development; gross and fine motor skills development

- Concept knowledge; recognizing objects, finding similarity-difference, seeing and completing what is missing

- Telling what happened in the story, giving appropriate answers to the questions related.

* 1. **Primary School Student Admission Process**

**During the 1st grade student admission process,** students' school maturity and readiness levels are assessed. The student admission process materials prepared by TED Headquarters are used and the developmental status of the students for Grade 1; muscle development, verbal expression, following instructions, recognizing numbers and counting, listening to a text and responding appropriately to questions related, etc. are observed.

**In the admission process of 2nd to 4th grade students in the primary school**, students’ academic development and behavior and instruction follow-up are observed. For their academic status, reading-comprehension, math skills like counting and doing the basic math operations, and writing skills appropriate to the grade level are examined. In addition, during the interview, it is checked that the students respond appropriately to the instructions asked from them in the form of self-expression, awareness, awareness of their responsibilities.

* 1. **Middle School Student Admission Process**

In the admission process of 5th -8th grade students, the base score of the students from the school entrance exam and the results of the student recognition interview are evaluated together. Students who score 280/500 points and above in the Ted Schools Entrance exam are admitted to the school if result of the interview conducted by the Guidance Unit is positive.

* 1. **High School Student Admission Process**

High School Prep class, 9th and 10th grade student admission process; As in the admission process of secondary school students, the academic status of the students according to the school admission exam score or LGS (high school entrance exam conducted by MoNE in Turkey at the same time) result is primarily taken as a basis. Students with a Ted Schools Entrance exam score of 280 and above are admitted to the school after an interview conducted by the Guidance Unit is positively completed.

LGS is an exam conducted by the Ministry of National Education and taken by 8th grade students. Although there is no obligation to take the exam, it is a multiple-choice exam in which the students who take the exam are subjected to ranking and 8th grade objectives are asked intensively. According to the result of this exam, students are registered in a public high school or even a private school with a ratio of scholarship. The exam includes Mathematics (20 questions) - Science (20 questions) and Turkish (20 questions) - Turkish Republic History of Revolution (10 questions) - English (10 questions) and Religious Culture and Moral Knowledge (10 questions).

TOGS: TED Schools entrance exam: It is applied together and individually during the year according to the application time of candidates. It consists of multiple choice questions and includes 5 subjects. It is an exam consisting of 15 questions from each subject and 75 questions in total, including Turkish-Mathematics-Science-Social Studies and English. It is prepared according to the objectives at the grade level in which the students are studying. This exam is applied every year and updated by TED Headquarters.

TED Üsküdar College’s one of the goals is the well being of the students’, for this reason the primary and the secondary barriers have to be removed or reduced. Barriers are anything that could stop or disadvantage a student's ability to join or engage in their education, instruction, and evaluation. (IBO 2022, Barriers to Learning, Teaching and Assessment:6-9)

TED Üsküdar College cannot admit students with special learning difficulties if the school cannot supply the necessary conditions. TED Üsküdar College organizes the inclusion program for students of the school listed below.

If the teaching language is a barrier for the student

If the student is gifted or talented

If the student is in need of psychological assistance

Students with an active Individualized Education Plan

* 1. **Inclusive Access Arrangements in IB DP at TED Üsküdar College**

The students are supported on the areas of development and also the strengths of students are determined. Students’ distinctive characteristics are encouraged in this setting. To meet the learning needs of every student and to facilitate the academic development of all students’, the school tries to offer the most diverse learning environments, so inclusion can be implemented in a different way for all students. Below is the list of the areas inclusion can be applied.

* A physical, sensory, psychological/medical challenge
* Students' prior educational experiences
* Students’ skill levels
* Requirement for more time
* Being flexible about the working area
* Subject students study

 **Students in Need of Special Education**

According to the MoNE Special Education Services Regulation, "an individual who, for various reasons, shows a significant difference from the expected level compared to his/her peers in terms of individual characteristics and educational competencies" is considered to have special needs. This includes learning deficiency, neurological issues, speech and language impairments, physical and sensory impairments, social, emotional, and mental health issues, and gifted students.

For students with special education needs, an individualized education program (IEP) is created based on their developmental traits, skills and educational requirements. It also specifies the supplementary education services that these students will get.

Students who are not eligible for the Individualized Education Program receive the support they need in all learning and assessment processes by adjusting time, workspace, methods, tools, and equipment according to the type of disability.

To support the educational process of students’ in need of special education, school psychological counsellors share the required information with the stakeholders (school administration, measurement and evaluation unit, subject teachers) need.

The academic progress of the student is monitored and if necessary, differentiation is implemented by subject teachers. Below is the some of the assessment practices for the inclusive access arrangements.

Providing extra time

Making a calendar with extended deadlines for the task completion

Translating the material if necessary

Adapting assessments and tasks accordingly

**Gifted and Talented Students**

A gifted person is one who learns more quickly than his peers, has a unique academic talent, can comprehend abstract concepts, enjoys acting independently in his area of interest, and performs at a high level. These students are determined by psychological counsellors and subject teachers (in some cases). These students are encouraged to take part in projects and competitions, and their materials and studies are differentiated to be above the target level.

* 1. **Inclusive Access Arrangements in IB DP**

Students who need inclusive access arrangements should be determined before the programme starts. The arrangements might be as the following:

Additional time

Extending deadlines

Rescheduling the exams

Support with information communication and technology

Support with writing, etc…

Some of IB Diploma Programme inclusive access arrangements must be submitted to IB by the IB Diploma Programme Coordinator.

Supporting approach for students who are in need of inclusion access arrangements are published in IB Access and Inclusion Policy. (Access and Inclusion Policy, IBO:2022) Inclusive access arrangements must be consistent with the IB policy and IB practice.

If special arrangements are needed for the candidate, the IB must have the necessary information for the special situation. The school might offer a suitable special arrangement for the candidate during the Diploma Programme. If the arrangements would be implemented for all other candidates affected in the same way, the IB may share alternative access arrangements suggested by the coordinator.

Some of IB Diploma Programme inclusive access arrangements do not need of IB’s approval.

Candidate may take breaks if there are medical, physical, psychological reasons for this.

Candidate may use prompter for the neurological or psychological conditions.

An Appointed reader or the invigilator can read and explain the instructions due to attention or reading difficulties. Just the instructions can be explained, the content mustn’t be explained.

Candidate may take the exam separately in a different exam room if necessary. The candidate must be supervised by two invigilators.

1. **Policy Development, Revision and Sharing Process**

|  |  |
| --- | --- |
| **Name Surname**  | **Duty**  |
| Nevzat KULABEROĞLU  | Head of School |
| Nermin NEMLIOĞLU  | Head of Turkish Literature and Social Sciences Department |
| Tarık ÜNLÜHAN  | Vice Principal  |
| Suzan ÜSTÜN  | Head of Foreign Languages Department  |
| Aynur BARAN  | Head of Psychological Counselling and Guidance Department  |
| Tülay GÜLER  | Counsellor of 7th and 8th graders  |
| Harun KARATOSUN  | Head of Assessment and Evaluation Unit  |

A committee of administrators, head of school and counsellors developed this inclusion policy based on the IB mission statement and TED Üsküdar College mission statement as well as the IB standards and practices. The policy committee will update this policy every year if any changes needed. The Inclusion Policy is shared with school community, including parents, teachers and students through the school website, parent meetings and handbooks distributed in both Turkish and English.

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