

# TED BURSA COLLEGE INCLUSION POLICY

## MISSION:

TED Bursa College acts in accordance with the IB and MEB (Ministry of National Education) guidelines while forming its SEN (Special Educational Needs) Policy.

Cultivating individuals who are sensitive to social norms and events is one of the main goals in our school. Each individual is equally treated, and individual differences are embraced in our school. Hence, our main goal is to provide the appropriate materials for students who need special education. Appropriate educational strategies are implemented for students who differ in terms of learning styles, and they are supported effectively.

Necessary actions are taken for students who need academic, cultural, and social support during their learning process. In addition, all students are provided with equal access to education. *"In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals."* (What is an IB Education?, 2013)

Every member of TED Bursa College cooperates in the implementation of SEN. We support this by educating individuals who "show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment." (IB Learner Profile, [www.ibo.org](http://www.ibo.org)) in our school.

Globally, individuals face a wide variety of challenges that affect different areas of life.

Especially with the Covid-19 pandemic, the SEN policy in our school has been expanded both individually and socially. The "Psychological Resilience Program" has been integrated into the system in order to strengthen the crisis management of students regarding unexpected situations, and the "Career Planning Program" in order to eliminate their future concerns. Moving in this direction, TED Bursa College values the differences in both teaching staff and students and values these differences as richness, as it is in the mission of TED (Turkish

Education Association), and in the mission of IB. *“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.”* (Diploma Programme Assessment Procedures, IB Mission Statement, 2021)

## DEFINITION OF INCLUSION

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses the requirements of support lessons and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”* (Learning Diversity and Inclusion in IB Programmes, 2016)

In addition to the explanation above, the cases that should be supported are:

- Academic problems,
- Physical disabilities (Physical and other health problems),
- ADHD (Attention deficit and hyperactivity disorder),
- Communication and emotional problems,
- Problems related to traumatic experiences,
- Problems related to future anxiety,
- Giftedness/Talent

With the SEN policy, all areas of educational activities for these students are planned to support them academically and socially and make them ready for life. *“The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential”* (Learning diversity and inclusion in IB programmes, 2016) Accordingly, an education program (curriculum) is organized for both gifted students and students with special needs. Since the individual differences of each student are taken into account, individual solutions are created for each individual. *“Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.”* (Learning Diversity and Inclusion in IB Programmes, 2016) Measures for students with special educational needs are implemented both in teaching (in the classroom environment) and in the evaluation process.

## SEN RESPONSIBILITIES AT SCHOOL:

At our school, we aim to ensure that every student has access to education equally and we *“remove barriers to learning for every member of the school community.”* (Programme Standards and Practices, 2018). A commission is established to ensure that the studies for students with special educational needs are organized in a systematic manner. Commission members consist of the school principal, the IB Coordinator, PDR specialists, homeroom teacher, counselors, overseas education consultant, teachers representing other branches, parents, and students (when necessary).

In certain periods, the members of the commission organize meetings and share comments on the basis of individual students. *“The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community”.* (Programme Standards and Practices, 2018)

## IMPLEMENTATION PROCESS:

### Diagnostics:

- 1- When the student's educational need is identified by the teachers, the parents are informed by the school administration and counselling service and directed to the Guidance Research Center. A result report is also requested.
- 2- The parents are expected to apply to the school administration with an official document obtained from a full-fledged health institution regarding the student's special education needs.

When the students with special educational needs are identified, the commission meets in September when the school opens and prepares the program to be followed. In addition, the progress of the students in the second year is also followed.

## Applications in the IB Exams:

Students with the following conditions are considered affected by adverse medical or special circumstances:

*“•medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/November)*

- *accident or injury*
- *severe stress/anxiety (with onset or occurrence up to three months before the IB examinations offered in May/November)*
- *exceptionally difficult family circumstances*
- *bereavement (within the six-month period preceding the start of the examinations)*
- *events that may threaten the health or safety of a candidate.”* (Diploma Programme Assessment procedures, 2022)

In addition, in case of adverse or unexpected circumstances, IB exam applications are made in accordance with the following procedures, so that the student will not be in a disadvantageous situation:

- *“Extensions to IB submission deadlines*
- *Special consideration*
- *Missing mark procedure for incomplete assessment*
- *Deferral of external assessment to a future session”* (Diploma Programme Assessment Procedures, 2022)

## Applications for the diagnostic results:

According to the content of the reports submitted by the Guidance Research Center and/or the parents, if necessary, professional support from an external institution is sought.

## Contents:

- Academic problems and Learning deficiencies: An academic support program is implemented by the teachers in this regard.
- Physical disability: The school building is wheelchair accessible and has an elevator. School management takes the necessary precautions according to students' additional needs.

Regarding other health problems, necessary information is given to the doctor and nurse in charge of the school infirmary and the student/students' circumstance is followed up.

- ADHD: Professional help is sought externally for the students with this diagnosis; Counselling Services and mentor teachers act in coordination.
- Crisis situations encountered with communication-emotional problems: By applying the "Psychological Resilience Program" to the students by the School Counseling Unit, it is aimed to learn the communication skills, cope with the emotional problems they encounter, and come out of crisis situations, such as the pandemic, process in good health.
- Concern for the future: In addition to preparing students for a higher education, preparing them for life is a priority. Choosing a career, determining a career, the possibility of city/country change, and/or the responsibility of meeting expectations cause students to enter a period where they are mentally, spiritually, and physically challenged. In this regard, the "Career Planning Program" is implemented. The program includes goal setting, motivation, time management, exam anxiety, decision making skills, ability to cope with stress, efficient study techniques, promotion of professions covering the 21st century along with traditional professions, promotional tours of universities, and/or interviews with professional experts. Inventory applications that determine their abilities are included. Consultancy is provided during the YKS, YÖS-SAT and Foreign University Preparation process during the formation of an action plan for the students. (In this program, students are supported by two separate units. Overseas Counsellor and School Guidance and Counselling Services)
- Giftedness: Within the integrity of TED Bursa College from K to 12, studies are carried out to increase the individual development of students who have been identified as gifted. Studies are planned within the scope of CAS in accordance with the abilities of each student (Sports, arts, etc.). By establishing connections with out-of-school scientific institutions and organizations, students are provided with access to experimental research-based projects and programs that improve their abilities.

#### **Additional applications:**

In line with the philosophy of "Lifelong Learning", the mission of the IB and the Turkish Education Association, seminars that inform our parents are organized every year in the context of the commission review and research and needs. Parent-teacher and student



seminars are planned in line with the requirements, with the support of experts in the relevant field, scholars, and successful parents.

- Parent seminars/trainings: Family-adolescent communication, coping skills with crisis and trauma, psychological needs of adolescents and their expectations from their parents, how to motivate adolescents, parental attitudes in digital addiction, adaptation and communication in family relations during the pandemic, adaptation skills after the pandemic etc.
- Teacher seminars/trainings: Guiding young people in the conscious use of technology, guidance in managing time and studying in a disciplined manner, communication and motivation, digital tools in teaching and education during the pandemic, student-parent communication during the pandemic, adaptation skills after the pandemic, etc.
- Student seminars/trainings: Developing 21st century skills in career choice, how to use technology effectively, self-discipline-motivation, resilience, future professions, developing communication skills, Career Day, information about national and foreign universities, test solving techniques, developing skills to cope with stress and anxiety, healthy eating, adaptation, skills to adapt to life after the pandemic, etc.

## CONCLUSION:

TED Bursa College prioritizes the necessity of providing equal opportunities for learning and development to all students who need special education. In this respect, the necessary arrangements are made in an integrated manner based on the IB Documents, the official regulations of the Ministry of National Education and the mission of the Turkish Education Association.

## REFERENCES:

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