



MEF

National Primary School

Inclusion Policy

2023 - 2024

1. MEF NATIONAL PRIMARY SCHOOL'S VISION, MISSION and GOALS

1.1. Vision

To create a model that is a pioneer in education and open to innovations.

1.2. Mission

To prepare students for life as individuals who can communicate in a healthy way, who are equipped with national and universal values, who are self-confident, who can take responsibility, who have scientific and analytical thinking, who are at peace with technology, who have useful hobbies, who have developed aesthetic tastes, who are productive and creative, who are curious about research and learning, who protect Atatürk's Principles and the democratic and secular republic, and who respect people, society and nature.

To realize this vision and mission, MEF National Primary School have adopted the principle of implementing a student-centered system that enables students to comprehend and understand, analyze and synthesize, and examine and evaluate the information they acquire, rather than merely providing information.

1.3. Objectives

As MEF National Primary School, we aim to realize our mission by providing an academically and socially strong education to students who:

- Are able to use their mother tongue at the highest level,
- Can express themselves in other languages,
- Can develop analytical thinking skills,
- Are sensitive to culture, art, nature, and the environment,
- Are lifelong learners,
- Are at peace with himself/herself, happy,
- Serve the community in which they live, loyal,
- Have a high sense of responsibility, able to take initiative when necessary,
- Are academically successful at inland and abroad,
- Have a scientific thinking mindset,
- Are tolerant of other cultures and differences,
- Are able to adapt to the needs of the times and changes swiftly,

- Are raised as world citizens.

2. MEF National Primary School Philosophy of Inclusion

MEF National Primary School adopts an inclusive educational approach that is consistent with IB PYP expectations as well as national achievements, supports learning and participation, and eliminates barriers to learning. MEF Kindergarten and Primary School aims to meet the different learning needs of students at the highest level with its teaching methods, resources, and expectations. The responsibility for meeting students' physical, social, academic, communicative, and emotional needs is shared by the entire school community:

MEF National Primary supports the belief in a balanced education that is inclusive of the student. The academic philosophy of our school community reflects the support and management of diverse learning needs. Recognizing that each student's learning is unique, we aim to maximize their potential by reinforcing their strengths and supporting their areas of need.

3. Objective of the Inclusion Policy

It observes the right of every student to receive education and training and ensures that all students follow the curriculum offered by MEF National Primary School and receive a full education in line with their learning needs. The different and special educational needs of students are taken into consideration and their educational needs are met at the highest level.

- MEF National Primary School organizes a series of activities for MEF Kindergarten students to allow them to learn by living and to experience the new academic practices that await them in primary school. MEF National Primary School organizes a pleasant introduction day to meet Kindergarten 5-year-old students. Primary school open house days are planned for Kindergarten parents. During the meetings, information is shared about the academic studies and activities that await students in primary school.
- It ensures that students develop in areas where they need support with a preventive and developmental perspective.
- Students' areas that need to be worked on are identified thoroughly and inclusive activities are planned in line with their needs to provide an appropriate education plan for these students.

The following practices are implemented at MEF National Primary Schools in line with the inclusion policy:

- To ensure that differentiation becomes an integral part of every teacher's curriculum planning, helping students access content at an appropriate level through differentiated instruction and various resources.
- To ensure that students grow up as world citizens with intercultural awareness by focusing on emotional learning as well as their academic development in the education and training process.
- To work in collaboration with homeroom teachers by planning appropriate programs for teaching and learning for all students in line with the needs of the students.
- Provide regular feedback with open communication to ensure that parents are seen as partners in the learning process and are involved in any decision-making process.

4. Targets and Existing Services

The aim of MEF National Primary School is to be able to effectively support students with learning needs within the school program. The needs of each new student are individually assessed to determine whether the school can meet these needs within its available resources.

MEF National Primary School explains the aims and objectives of the school to prospective parents starting from the admission process. In open house days and guidance interviews, it does not approve the enrollment process by making referrals to the families of students with severe learning difficulties and/or physical disabilities, serious mental, emotional, or cognitive disabilities (it makes the necessary referrals by prioritizing the individual development of the students).

The development of students studying at MEF National Primary School is constantly monitored. For students who need expert support outside of school, the guidance unit, school administration, and relevant teachers provide the necessary guidance to the families of the students through meetings with the parents.

MEF National Primary School teachers follow up with the referred students in cooperation with their specialists outside the school.

5. Situations Requiring Inclusion Training and Definitions

5.1. Special Learning Needs: Includes conditions where individuals are unable to cope with standard learning strategies, such as learning disabilities, dyslexia, attention deficit and hyperactivity disorder (ADHD).

5.1.2. Inclusive Education Strategies: Creating individual learning plans (ILP), providing student-specific teaching materials, and collaborating with support teachers.

5.2. Language Learning Needs: Students include individuals whose first language is different or who experience delays in language development.

5.2.2. Inclusive Education Strategies: Language support programs, language therapy, use of multilingual resources and materials.

5.3. Emotional and Behavioral Challenges: Includes situations where students experience challenges with his/her emotional control, social skills, or behavioral difficulties.

5.3.1. Inclusive Education Strategies: Psychological counseling services, behavioral support programs, and training for students to develop emotional learning skills.

5.4. Gifted Children: Students who are significantly ahead of their peers in academic areas and therefore need a different education.

5.4.1. Inclusive Education Strategies: Personalized learning plans, student-focused project-based learning, gifted programs.

5.5. Learning Difficulties and Attention Deficit: Includes conditions such as students' focus and concentration difficulties, learning difficulties, and ADHD.

5.5.1. Inclusive Education Strategies: Individual learning plans, in-class support services, and specialized teaching materials.

These definitions and strategies can be used to support inclusion education practices in MEF National Primary Schools and can be customized according to the specific needs of the school.

6. Differentiated Education at MEF National Primary School

An important part of MEF National Primary School's assessment policy includes the awareness that students' learning profiles, readiness levels; and interests are different from each other and that these may change at any time. After identifying the student's strengths and areas of need, the teacher plans and prepares in-class and out-of-class activities, including worksheets, group and

pair work activities, surveys and projects, and reinforcement activities, according to the student's level of readiness. In these practices, individual assessment is carried out. In our school, lessons and extracurricular activities are designed to take into account the fact that successful students have the right to reach a higher level. Every teacher is aware that the personalized learning plan will accelerate students' learning process and support them accordingly. In this support process, in addition to the homeroom teachers, our staff of teachers who work one-on-one with students with different developmental needs and our psychological guidance unit are in communication with the homeroom teacher, school administration, and parents. The aim is to monitor the student, identify his/her strengths and weaknesses, and provide support when needed. (Assessment and Evaluation Policy)

7. Duties and Responsibilities

Within the scope of the "Student Support Program and Inclusion Policy", MEF National Primary School have a Student Support Team (SST) to support and monitor students and to follow the process of cooperation with the family.

SST: Student Support Team

- School Management
- Psychological Counseling and Guidance Service
- Teachers
- Relevant Student's Parent
- Homeroom Teacher, and academic support teacher, if any.

7.1. School Management

School management consists of the school principal and vice principals.

They ensure that take the lead on the inclusion policy and communicate its importance to all stakeholders,

Organize training and awareness programs to strengthen the culture of inclusion across the school, and monitor and evaluate the implementation of the inclusion policy.

7.2. Psychological Counseling and Guidance Service

School counselors' main job descriptions include the following:

- Coordinate the effective implementation of the inclusion policy.
- Monitor and evaluate student achievement data regularly.

- Create and implement inclusion training programs.

7.3. Teachers

MEF National Primary School Teachers work in collaboration with the Student Support Team to differentiate learning for students in their classrooms, including those with learning support needs, and the teacher uses appropriate differentiation strategies when supporting the student. In-class worksheets and mid-week/weekend reinforcement tasks have an important place in terms of evaluating student performance.

Formative assessment practices measure the extent to which students have achieved the skills they are expected to acquire according to the content of the course. Students with learning difficulties are identified and additional studies are carried out. (Assessment and Evaluation Policy)

NOTE: If the student needs Individualized Learning Support, an IEP Program is prepared for the student in cooperation with the Guidance and Counselling Centre.

(Annex 1: Regulation on Special Education Services)

(Annex 2: Individualized Education Program)

7.4. Parents are expected to:

- Share their children's special needs with the school and keep communication channels open.
- Understand and support inclusive education policies in the school.
- Monitor their children's development in cooperation with the school administration and teachers.

7.4.1 Home-School Cooperation

Parents are of primary importance in a student's educational life. For this reason, MEF National Primary School manages all learning processes with a common language and open communication with the parent(s). Parents are involved in the decision-making process related to the student. Regularly, they are informed about students receiving learning support.

Parents share information with the school about their child's health, early development, and behavior at home or any learning support that the child needed in the past. There are forms that parents are expected to fill in during the school registration process.

At MEF National Primary School, the ODE team strives to maximize students' needs in learning and/or social-emotional areas. Interdisciplinary thinking, communication, social skills, self-management and research skills, emotional awareness, and resilience are crucial to the development of all children. HLT helps to develop and reinforce these skills to provide a solid foundation for learning. It helps students identify their learning needs, shape their learning, and differentiate the curriculum. The basis of the work done is to ensure that students enjoy learning and to support their learning journey.

When necessary, teachers can work with students individually or in small groups, after informing their families and obtaining permission, to strengthen the areas where students need support. MEF National Primary School's Student Support Program and Inclusion Policy are linked to the assessment and evaluation policy. These roles and responsibilities can be customized to contribute to the successful implementation of the inclusion policy at MEF National Primary Schools. Each stakeholder needs to take an active role in their field to create an inclusive educational environment.

8. Student Guidance and Support Processes - Procedures

We evaluate the level to which the content and curriculum applied in our school reaches the student, how the student performs within the scope of the content offered, and the individual development in the process, to guide the student correctly in the learning journey. In this process, we pay attention to students' ability to question, analyze, associate, reflect, use language, and express themselves and their feelings. (Assessment and Evaluation Policy)

The process of guiding and supporting the student becomes clear as a result of the observations of the homeroom teacher and/or the psychological counselor of the relevant level.

In addition to the academic development of our students, the monitoring and evaluation of their social and emotional development is structured through regular meetings (SÖK, Subject Specific Teachers' Council) attended by homeroom teachers, psychological counselors, subject-specific teachers, and school administrators. Each student is discussed individually in these meetings. When necessary, students and/or parents are invited to these meetings. (Assessment and Evaluation Policy) This need is shared with the level vice principal. The relevant vice principal meets with the SDE Team and the following procedure is implemented:

1. The homeroom teacher identifies the student with learning difficulties.
2. The homeroom teacher reviews teaching and learning interventions for students and plans individual activities according to their needs.
3. As a result of individual work (3-5 weeks), the question "Has the learning process improved?" is discussed with the SDE.
 - a. Yes: Guidance is not continued at this point. The learning process continues to be monitored.
 - b. No: Continue to step four.
4. The homeroom teacher together with the school counselor, shares his/her observations with the parents. (Depending on the attitude of the parents, the relevant vice principal may be involved in the meeting).
5. Cognitive Assessment System (CAS) is applied to the student by the psychological counselor as a result of the guidance of the teacher. Before this application, the family is informed, and written consent is obtained from the family. The individual learning needs of the student are determined.
6. A learning program is prepared in line with the needs.
7. The prepared program is implemented.
8. Interim evaluations are made for the functionality of the prepared program.
9. Learning outcomes;

- a. the program is terminated when improvement is observed. Student observation and family feedback process continues.
- b. when it is observed that the child is not developing, the program is evaluated and modified, and/or the family is guided to receive external support.

9. Student Support Plan (Individualized Education Plan - IEP)

Minister of National Education's Special Education Regulation and Individualized Education Plan documents also address in detail how the process will work for students with learning difficulties.

https://orgm.meb.gov.tr/meb_iys_dosyalar/2013_09/18015222_bireyselletirilmieitimprogram.pdf

https://orgm.meb.gov.tr/meb_iys_dosyalar/2018_07/09101900_ozel_egitim_hizmetleri_yonetmeli_07072018.pdf

10. Transition Process from MEF National Primary School to MEF National Secondary School

- Student information is shared with the secondary school guidance unit and school management.
- Students who need academic, behavioral, social emotional support are shared.
- The student information sharing form is filled out together with the homeroom teacher and psychological counselor.
- Homeroom teachers, the relevant psychological counselor, and the vice principal work on the draft class lists.

Conclusion

MEF National Primary School's Inclusion Policy aims to meet the diverse needs of students, prevent discrimination, and maximize the potential of each individual. This policy aims to create an inclusive educational environment by establishing effective collaboration between students, teachers, parents, and support staff.

With this inclusion policy, MEF National Primary School assesses the individual differences of students, respects these differences, and provides the necessary support for each student to succeed in education. The policy will be reviewed and updated continuously, thus ensuring MEF National Primary School's progress as an inclusive educational leader.

