

**İDV ÖZEL BİLKENT PRIMARY  
AND MIDDLE SCHOOL**

**SPECIAL EDUCATIONAL NEEDS  
POLICY**

## **Special Educational Needs Policy**

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## **1. Rationale**

IDF Private Bilkent Primary and Middle Schools, through this policy document, seek to ensure that the needs of all the pupils with special educational needs and/or disabilities will be addressed and provisions made available to them throughout or at any time during their school career. In addition, the school acknowledges their right to have access to a broad and balanced curriculum, and endeavors to facilitate these opportunities, including maximum possible access to the school curriculum whenever possible.

## **2. Aim and Scope**

IDF Private Bilkent Primary and Middle School's Special Educational Needs Policy has been collaboratively developed with the contribution of all teachers and administrators at the school, and in consideration of the Ministry of Education's Rules and Regulations on Special Education and Guidance Services, Declaration of the Rights of the Child, UN Convention on the Rights of Persons with Disabilities, and IB documents (Special Educational Needs within the International Baccalaureate Programmes, Addressing the Diversity in Student Learning in the Classroom, Making the PYP Happen, MYP: From principles into practice, Pedagogical Leadership in a PYP School, and IB Learner Profile Booklet). The aims of the policy are:

- to clearly present the views about special education to the teachers and all members of the school community and
- to develop a common understanding of and approach to special educational needs that provide a basis that will reflect the aims of implementing the policy.

In order to ensure that Special Educational Needs Policy is understood by all members of the school community including the parents and committee members, the school will take every opportunity to make the policy accessible and comprehensible to a wider audience. Efforts will be spent to raise awareness of special educational needs in all segments of the society, including the family, and to make sure that the rights and the honor of individuals with special educational needs are respected.

The policy is accessible through the school's website in addition to other school documents.

### **Special Education in the School Community**

Differences are respected at IDF Private Bilkent Schools where special educational needs are considered a part of human diversity. It is acknowledged that educational settings must be adapted and arranged to meet the needs of individuals with different learning needs and provisions are made for all students to have meaningful and equal access to the curriculum.

Driven by the belief that "what matters is not the difference, but how we make a difference" and in line with the general aim and basic principles of special education and Turkish National Education, our school aims to enable individuals with special education needs:

- a) to become productive and happy citizens who fulfill their social roles, have good relations with others, work in cooperation and can adapt to their surroundings
- b) to develop the fundamental life skills to be able to live independently and be self-sufficient

c) to prepare themselves to higher education, professions and life in general through the use of appropriate educational programs, special methods, equipment, and personnel in consideration of their educational needs, attributes, interests and abilities.

### **3. Basic Principles and Beliefs**

Principles governing special educational needs in the school as stipulated in Article 6 of Principles of Special Education in the Ministry of Education's Rules and Regulations on Special Education Services (Official Gazette dated July 21, 2012 and numbered 28360) are presented below. The implementation of these principles is explained in detail in the other parts of this policy.

1. All individuals who need special education make use of special educational services depending on and to the extent of their educational needs, interests, abilities, and capabilities.
2. Education of individuals with special educational needs is started at an early age.
3. To the extent that it is possible, special educational services are planned and provided without separating individuals with special educational needs from their social and physical environment.
4. Considering the educational performances of individuals with special educational needs and making adaptations to the objectives, content, teaching processes, and assessment, priority must be attached to educating them along their peers.
5. In order to ensure that individuals with special educational needs can continue their education of any type and at any stage without interruption, cooperation of institutions and organizations providing rehabilitation services is enlisted.
6. Differentiated education plans are developed and individualized education programs are implemented for individuals with special educational needs in consideration of their personal competencies, attributes in all developmental areas, and capabilities in academic disciplines.
7. Families are educated and their active participation in all dimensions of the special education process is ensured.
8. When developing education policies, cooperation of relevant departments of universities and non-governmental organizations operating to cater for the individuals with special educational needs is enlisted.
9. Special education services are planned to ensure the interaction of individuals with special educational needs with the society and to facilitate the process of mutual adaptation.

In the framework of the basic principles listed above, we believe that

- a) Individual differences are opportunities to support and enrich student learning and to help students reach their full potential.
- b) Cultivating positive attitudes in individuals with special educational needs is a way of eradicating prejudices about differences.

c) Individual differences / diversity constitute a valuable source with regard to international mindedness and cross-cultural awareness.

d) Individuals with special educational needs have a right to have a proper and fair diagnosis and evaluation to enable them to get appropriate services to meet their needs.

e) The learning process of all individuals with special educational needs is planned and implemented through joint planning which ensures that they are not separated from their social and physical environment to the extent this is possible.

f) All teachers involved in the learning process of individuals with special educational needs have the necessary knowledge and ability to use this knowledge to fit the needs of individual students.

#### **4. Definitions**

**4.1. Individual with Special Educational Needs:** An individual who differs significantly from their peers in terms of being exposed to risks associated with age, gender, culture and life conditions and/or being above or below the norm with respect to learning abilities.

**4.2. Psychological Counselor:** Personnel who have a degree obtained from psychological counseling and guidance and psychological services in education departments of universities and who provide psychological counseling and guidance services to students.

The job description of the psychological counselor includes the following in relation to special education: If there are students who need special education or if there are inclusion practices in place in the school, the psychological counselor offers guidance and psychological counseling to relevant students and their parents in cooperation with the guidance research center. Psychological counselors also cooperate with the IEP development unit, teachers, and other relevant personnel to evaluate the individual development of students with special educational needs. S/he attends commissions and meetings about guidance and psychological counseling services, provides information, and expresses opinions in these contexts.

**4.3. Psychologist:** Personnel who have a degree from the psychology departments of universities.

**4.4. Special Education Teacher:** Personnel who majored in Special Education or Teaching Students with Special Educational Needs at the university, provide diagnostic and supportive special educational services to students who need special education, and take the necessary measures for their education.

**4.5. Classroom Guidance Teacher:** Section guidance teacher in primary schools and classroom teachers in middle schools who provide guidance services to particular classrooms and who attend their guidance lessons.

**4.6. Non-teaching Staff:** Non-teaching staff assists students who need support to move together with the rest of the class. They share their observations with the school, parents and experts, and based on these observations provides the environmental and behavioral support to students as suggested by the classroom teacher, special education specialist and psychological counselor. Non-teaching

staff assist students according to the planning and directions provided by the classroom teacher, special education teacher, and psychological counselor.

**4.7 . Parent:** The student's mother and father or others who have legal responsibility for the student.

**4.8. Inclusive education:** Special education practices that are based on the principle of enabling individuals with special education needs to receive education in public or private pre-schools, primary schools, middle schools or public education institutions along with their peers by offering them supportive educational services. It must be ensured that the student does not only share the same physical environment with their peers, but also has education in the least restrictive setting possible through the provision of all the necessary support systems.

**4.9. Education Support Room:** A setting arranged in the school to provide education support services to individuals with special education needs by making special equipment and education materials available in the areas they have needs.

**4.10. Individualized education program (IEP):** An individualized education program is a special education program prepared to achieve the outcomes targeted in consideration of individuals' developmental properties, education performances and needs and including education support services to be offered to these individuals.

**4.11. Individualized education program development unit:** An individualized education program development unit is established in schools and institutions where individuals with special educational needs study in consideration of their education performances and needs.

**4.12. Psychological Counseling and Guidance Unit:** This unit offers psychological counseling and guidance services in the school.

**4.13. Guidance Research Center:** These are institutions affiliated with the Ministry of Education and provide free-of-charge services when needed in special education (mental retardation, autism, loss of vision, physical disability) or guidance and psychological counseling.

**4.14. Special Education:** Special education is aimed to support the needs of students with special needs in their development and academic discipline areas, based on specifically developed educational programs and methods, provided by personnel trained particularly to meet the educational and social needs of the concerned individuals, and carried out in settings that are suitable for special education students' capabilities.

**4.15. Individuals who need inclusive education:**

- A. **Intellectual disability due to mental retardation** is defined as a condition where the education performance and social adaptation of the individual is mildly-moderately affected in a negative way because of the student's low IQ.
- B. **Individuals with Hearing Impairments:** Individuals who need special education services to compensate for the difficulties they experience in acquiring speech, using language, and communication due to partial or total loss of hearing.

- C. **Individuals with Visual Impairments:** Individuals who need special educational services due to partial or total loss of vision.
- D. **Individuals with Physical Disability:** Individuals who need special educational services because of restricted mobility resulting from muscle, skeleton, nervous system and joint dysfunction associated with diseases, accidents or genetic problems.
- E. **Individuals with Speech and Language Impairment:** Individuals who need special educational services due to the difficulties they experience in using language, acquiring speech, and communication.
- F. **Individuals with Specific Learning Disabilities:** Individuals who need special educational services because of the difficulties they have in the areas of listening, speaking, reading, writing, spelling, focusing attention or doing arithmetic operations required for understanding and using written or verbal language as a result of problems in the process of acquiring knowledge.
- G. **Individuals with Autism Spectrum Disorders:** Individuals who were identified in early childhood to have limited social interaction, verbal and non-verbal communication, interest, and activities and who need special educational services due to these characteristics.
- H. **Individuals with Attention Deficit and Hyperactivity Disorder:** Individuals who have shown symptoms of an attention deficit not appropriate to their age and stage of development, hyperactivity, and impulsivity in at least two settings and for six months, whose symptoms presented themselves before seven years, and who need special educational services in this context.
- I. **Individuals with a Chronic Disease:** Individuals who need special education and support services due to a disease requiring chronic or long-lasting care and treatment. **Gifted**
- J. **Individuals:** Individuals who display a higher performance than their peers in areas of genius, creativity, arts, sports, leadership capacity, or specific academic disciplines.

## 5. Educational Setting

### Planning and Development

Objectives targeting students with special educational needs are formulated, implemented, and assessed in the school's strategic plan.

### Judgment and Attitudes

Prejudices and attitudes of students, teachers and parents towards differences are identified, and planning is carried out to create a receptive and integrative school environment by providing clear information to prevent any prejudices or negative attitudes.

### Participation and Cooperation

Coordination and cooperation between the school administration and school personnel is developed to encourage and manage inclusion practices. All parents, students, teachers, support personnel of

the school and other relevant organizations and institutions are encouraged to actively participate in school's activities. Effective communication is established with NGOs.

### **Accessibility and Continuity**

It is of pivotal importance that environments where students can feel safe in the physical, affective, and academic sense, are created in and around the school to make the school easily accessible to students and that all teachers are aware of the affective and psychological needs of students.

### **Support for the Personnel's Professional Development about Inclusion**

Professional development needs of all school personnel in the areas of special education and inclusion are identified and cooperation of all stakeholders is sought for meeting professional development needs. The principle of making the social and educational environments accessible to all students is adopted.

### **Orientation**

Parents are informed about services offered by the school to children with special needs or disabilities.

### **Motivation**

The performance and efforts of all school personnel and students are appreciated and their motivation is given consideration.

### **Information and Communication Technology**

The school provides information to parents about education and administration through its website, e-okul (the information system of the Ministry of Education), and meetings.

### **Privacy of Information**

Information of all students, parents, and school personnel is kept in private personal files. These files are maintained by the related departments (School Management, Human Resources Management, Student Affairs, PCG 'Educational Evaluation and Request Form' and 'Development Report' Unit, Teachers and School Nurse).

## **6. Learning and Teaching**

### **Identification of Students' Development and Learning Needs**

Using an interdisciplinary approach that engages all the relevant members of the school who will support students' learning, the school adopts procedures that are sensitive to the individual characteristics and needs of students and that give due consideration to their social, affective, cognitive and academic differences. Individual attributes and needs of students are identified through multi-faceted assessment procedures. Student progress towards set individual learning objectives is assessed and reported four times a year.



### **In-School and In-Class Learning Activities**

In line with a student-centered approach, the curriculum is updated, as needed, in consideration of the developmental properties and needs of students. Individualized education programs are prepared with regard to the agreed teaching requirements. In-class teaching and learning activities are adapted and arranged in view of the learning style, pace, and characteristics of each student. In the case of students with special educational needs, upon the written application of the parent and the approval of the relevant teacher and school administration, a person to be appointed by the parents is allowed to be present in the school/classroom as a non-teaching staff member to assist the student.

### **Learning Materials and Technologies**

Teaching materials varied in consideration of individual needs (lesson plans, worksheets, educational toys, sample materials used in daily life, etc.) are used and developed. Information and Communication Technology is also utilized to support the student's participation in their own learning and skill development.

### **Assessment**

A student with special educational needs is assessed from a variety of aspects in the learning process. If there are set IEP outcomes, these are assessed at a variety of intervals and through various methods, as needed. The results of teacher(s)'s assessment, IEP files, and other relevant documents are recorded and stored. Grading is based on IEP outcomes. Students with special educational needs who have not been mainstreamed are supported through observation and assessment practices determined according to their individual needs. Assessment and evaluation process is consistent with the school's assessment policy.

### **Social, Cultural, and Sports Activities**

Like all other students, students with special needs are encouraged to take part in social, artistic, cultural and sports activities and their participation in these activities is supported in consideration of the student's individual needs.

### **Professional Guidance and Orientation**

The school's PCG Unit provides counseling services to encourage all students' transition to the next level of education. The unit also raises students' awareness of future possibilities on the basis of the data and observations relating to their development in their learning processes. The unit guides the student and the parent in raising awareness towards the future based on the data and observations of the student's progress.

### **Opportunities in the Educational Setting**

Educational settings in the school, including the library, computer labs, and subject field classrooms are designed to meet all students' educational and social development needs.

## **7. Support Services**

### **Safety of the School's Physical Environment and Close Vicinity**

School grounds including the school yard, corridors, service bus area, and all classrooms are arranged to the standards of private education institutions within the limits of the school budget. Changes to be implemented in consideration of students' needs are planned according to safety needs through joint planning among school administration, special education expert, PCG Unit, and parents.

### **Safety in Emergency and Risky Situations**

There is an emergency provision covering all individuals in the school. All teachers are informed of the precautions to be taken and the action plan to be implemented in risky situations through electronic means. Students with special needs are given priority in planning. When necessary, an adult staff member is assigned to accompany the student.

### **Accessibility**

All plans about student needs are sent to all teachers involved in the teaching process through e-mail. Students are trained about how to access relevant areas in the school –like the infirmary, multipurpose hall, classrooms, PCG Unit, assistant principal's office, principal's office, office of the department teachers, etc. – with an orientation program. The parents can contact the school personnel through the academic assessment module and access teaching content through Moodle on the school's website.

### **Personal Guidance and Psychosocial Support Services**

PCG Unit organizes preventive and developmental guidance efforts. Individual and group interviews are made with students, parents and teachers. There is an action plan prepared to prevent neglect and abuse.

### **Resources and Support Services**

Support for individuals with special educational needs is provided within the classroom and/or in the support room. Individualized materials and tools, written documents for the individual are prepared and used. If needed, special equipment/tool is provided.

### **Catering Services**

School's monthly menu is prepared by food engineers and dieticians to support the healthy development of students. Additional provisions are made for students who have special nutritional needs.

### **Cleaning Services**

Students are regularly trained to observe general rules of hygiene. Students are reminded about basic cleanliness instructions through posted visual aids.

## **8. Inclusive Education**

### **8.1. Activities designed to foster inclusive education in the school are based on the following considerations:**

- a)** First it shall be ensured that individuals with special needs receive education in the same school with their peers who do not have disabilities.
- b)** In schools where mainstreaming is implemented, an IEP development unit is established.
- c)** If the students who are included in the mainstream education receive instruction in the same classroom with their peers, they follow the curriculum of the school. On the basis of the curriculum used, an IEP is prepared in consideration of the relevant students' education performance and needs.
- d)** Physical, social and psychological arrangements required by the students' disabilities are made in the educational settings. In order to guarantee the effective provision of educational services, special devices and education materials are procured and an education support classroom is used.
- e)** Students who will be mainstreamed are equally allocated to classrooms so that there will be no more than two students with special educational needs in the same classroom.
- f)** The number of students in classrooms where there are mainstreamed students is arranged so that in preschool there will be no more than 10 students in classrooms in which two individuals with special educational needs are placed and no more than 20 students in those with one such individual. At other grade levels, classroom size should not exceed 25 in classrooms where there are two individuals with special educational needs and 35 in those where there is one special education needs student.
- g)** Provisions are made to ensure that mainstreamed students are offered support education services. As such, support education services can be in the form of in-class assistance or provided in the education support rooms.

### **8.2. Education Support Room**

#### **Provision of education services in education support rooms is based on the following considerations:**

- a)** Education services to be provided in the education support room are planned by the school administration.
- b)** Students who receive education in the education support room are decided upon by the commission offering PCG services at the suggestion of IEP development unit. It is ensured that each student makes maximum use of the education provided in this room, depending on their needs.
- c)** Weekly class hours that the student will spend in the education support room are planned not to exceed 40% of the total weekly class hours.
- d)** Education in the support room is provided on a one-to-one basis in consideration of student performance. However, when needed, the students may be grouped with other students who are at the same educational performance level.

e) Education support room is equipped with the tools and educational materials required to cater for the needs of students.

f) Special education teachers, classroom teachers, subject field teachers or assistant teachers are assigned to the education support room based on student needs.

g) When students' achievement is assessed, the results of assessment carried out in the education support room are also taken into account.

h) Educational support services in the education support room are provided within the teaching hours of the school or institution.

### **8.3 Individualized Education Program (IEP)**

**Provision of an individualized education program is based on the following considerations:**

a) Individualized education programs prepared through collaboration between Guidance Research Center's Special Education Evaluation Board and IEP development unit.

b) The education plan includes the records of annual goals and short-term objectives based on the education program/s the student follows. The plan also contains information about the type, duration, frequency of the education services to be offered and how and by whom the services will be offered; method, technique, equipment, and education materials to be used in teaching and assessment; modifications to the educational setting; measures to be taken and methods and techniques to be used to prevent or reduce attitude problems; and the personal information of the student.

c) Individualized education program is assessed according to the level of the achievement of the goals set for the individual student. The new individualized education program to be prepared for a specific individual and the guidance to be provided to them is based on the assessment made in the IEP.

### **8.4. Individualized Education Program development unit**

**Individualized education program development unit is chaired by the school / institution principal or an assigned assistant principal and consists of the following:**

a) Special education expert

b) Psychological counselor

c) A teacher responsible for preparing the curriculum

d) The student's classroom teacher

e) The student's subject field teachers

f) The student's parent

g) The student (if they are capable of attending meetings).

If necessary, a member from the special education evaluation board of the Guidance Research Center is also asked to participate in the IEP development unit. The working procedures and principles of the unit are determined by the school administration.

Duties and Responsibilities of the Individualized Education Program Development Unit are

- a) To coordinate the efforts including the preparation, implementation, monitoring and evaluation of individualized education programs developed for students with special educational needs
- b) To ensure that the IEP is revised or a new IEP is prepared in line with the student's current attributes in all developmental areas and capabilities and needs in academic disciplines
- c) To revise education plans prepared for students on a yearly basis
- d) To offer suggestions to the school administration and teachers about the arrangement of educational settings
- e) To cooperate with the commission implementing PCG services regarding the revisions to the education of students and measures to be taken.

## **8.5. Duties and Responsibilities in the Provision of Inclusive Education**

### **A. Teachers**

The responsibilities of the teachers who have mainstreamed students in their classes are as follows:

- To be amenable to inclusion practices and adopt a receptive attitude towards the student with special educational needs
- To give all students the feeling that each and every student in the classroom is important and valuable by role modeling a positive attitude and behavior and being sensitive to individual differences
- To identify students' level of educational performance (what students can do and which objectives they can meet) and education needs (what students cannot do and which objectives they cannot meet), and continue with individual planning, implementation, and assessment, as needed, by individualizing curricula
- To carry out activities designed to facilitate and support the learning of mainstreamed students
- To encourage communication between mainstreamed students and others
- To arrange the physical classroom environment in consideration of students' needs
- To adapt teaching to the learning styles of students
- To cooperate with other experts in the inclusion team and parents

## **B. School Administration**

When the school administration believes in the importance and necessity of inclusive education, this will ensure that all procedures within inclusive practices are carried out and the teachers, other students and personnel adopt a positive attitude towards mainstreamed students.

In this context, the duties and responsibilities of the school administration are as follows:

- The school administration must believe in the importance and necessity of inclusion practices.
- The school administration must be sufficiently informed about inclusion practices and Individualized Education Program (IEP).
- The school administration must establish an IEP development unit and inclusion team.
- The school administration must make an effort to inform teachers of inclusion practices and IEPs.
- The school administration must ensure that mainstreamed students are allocated to classrooms in equal numbers and placed in classrooms with smaller class sizes.
- The school administration must arrange the physical school environment to cater to the needs of mainstreamed students.
- The school administration must provide the necessary tools and appoint a special education teacher.
- The school administration must provide an education support room, equipped with appropriate tools to be used for the education of students at certain times.
- The school administration must encourage teachers to assist each other and to reward cooperation and assistance offered to others.

## **C. Psychological Counselor**

The duties and responsibilities of guidance teachers who have mainstreamed students in their classrooms are as follows:

- To help individuals with special educational needs develop self-acceptance
- To help them understand individual differences
- To help them change their unrealistic attitudes
- To help them develop problem-solving skills
- To actively spend efforts to encourage them participate in extra-curricular activities
- To inform school administration, teachers and parents about disability groups, inclusion and IEPs

- To actively participate in the formulation of the IEP and offer suggestions
- To offer suggestions to take measures against setbacks that may be experienced in the inclusion practices and implementation of IEPs
- To ensure coordination between school administration, teachers, students, and parents.
- To monitor the development of mainstreamed students.

#### **D. Parent**

When the parents of mainstreamed students are willing to encourage inclusive education and the parents of the other students are also receptive to the mainstreamed students, inclusive education can be implemented more successfully.

Parents of mainstreamed students must demonstrate willingness to cooperate with the school administration, teachers and other school personnel, inform teachers of the primary needs of their children, and actively participate in the efforts spent during the implementation of the program. They should also provide educational equipment when necessary and support their children at home in using and refining the skills they acquired in school.

#### **9. Assessment of Achievement**

When assessing the achievement of mainstreamed students with special education needs,

**a)** The achievement of students who follow the curriculum of the school is assessed according to the provisions regarding examinations and moving on to the next grade levels. However, students' IEPs are also considered in the assessment.

**b)** Methods, techniques, assessment tools, time and length of assessment, assessment intervals, people in charge of assessment and the setting in which assessment will take place are decided upon in consideration of the suggestions of the IEP development unit.

**c)** Students with writing impairments and special learning impairments are assessed orally, while students with oral expression impairments are assessed in writing. Individuals who have impairments in both written and oral expression are assessed by observation of their behavior.

**d)** Written examinations are varied depending on the type of impairment, educational performance and developmental attributes of students. The exams have less number of questions with shorter answers.

**e)** Students are allowed to use the necessary tools and methods to compensate for the difficulties they experience because of their disabilities. Students can be appointed an accompanying teacher during exams, if need be.

**f)** Answers presented in Braille alphabet in written exams of students with visual impairments are assessed immediately after the exam by a teacher who asks the student to read their answers. These students are exempted from questions including drawings and figures. Exam questions are written in a larger font and with bold letters for students who have impaired vision.

**g)** Students who have hearing impairments and mild mental retardation can be exempted, upon their request, from some foreign language skills and knowledge or the entire foreign language class in primary and middle school.

**h)** Students with mental retardation are assessed in shorter intervals in consideration of the difficulties they have in focusing attention, remembering acquired knowledge, and retrieving information from memory.

**i)** Assessment of individuals with autistic spectrum disorders and students with attitude problems is carried out in consideration of their communicative skills and social-affective readiness.

**j)** Assessment of students with attention deficit and hyperactivity disorder is made in shorter intervals and includes shorter answers.

**k)** Students who have deficiencies in motor skills due to muscle and nervous system disorders are exempted from the practical components of lessons requiring the use of motor skills, upon their request.

## **10. Admission to School**

### **Registration and Transfer**

PCG Unit interviews all students who apply to register at the preschool and grades 1-4. Students who apply to register at Grade 4 take an admission examination. The school principal or assistant principal holds interviews with the student's parents in order to facilitate the student's adaptation to school and to ensure that the student can make the best use of the education to be provided by the school. Results of student interviews and/or exams are presented to the school administration. If special educational needs were identified during the interview with the parents, provisions of the MoE Rules and Regulations on Special Education Needs and Psychological Counseling and Guidance Services are applied. Students who graduate from IDF Private Bilkent Primary School have the right to directly register to IDF Private Bilkent Middle School. When mainstreamed students graduate (from Grade 4 or Grade 8) and move on to their next level of education, they are oriented to choose a school that will cater to their individual and educational needs. Students who graduate from other schools and want to continue their education at IDF Private Bilkent Middle School take an admission examination. They are granted admission depending on the results of this examination.

In the process of registration of students who were decided to be mainstreamed by the Special Education Services Board of Guidance Research Center at our school; According to Private Schools Regulations Article 48, the class capacities , class sizes, the number and properties of individuals with special educational needs in classes, and the school resources are taken into account (See 8.1 e and f clauses).

When individuals with special educational needs granted admission to IDF Private Bilkent Schools are registered, the schools do not require a placement decision from the Special Education Services Board of Guidance Research Center. However, school administration initiates the legal procedure for a placement decision to be taken for these individuals. If the school where the student is already registered meets the requirements of the placement decision, the student continues their education



in their school. However, when there is a placement decision, transfer procedures in conformity with the placement decision are started.

Documents required for registration are

- a) Photograph
- b) Report from the health board
- c) A copy of the decision of the Special Education Services Board
- d) Registration form

### **Registration time**

Individuals with special educational needs who are at the preschool or compulsory primary school age can be registered any time irrespective of the registration times identified in the annual work calendar.

### **Registration age**

Children who are older than 37 months as of the end of September in the registration year are registered to preschool education institutions and those older than 69 months are registered to primary schools. However, students who are older than 69 months, but whose preschool education is extended for one more year and who are older than 81 months by the end of September are registered at the preschool.

## **11. PROVISIONS TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AT IDF PRIVATE BILKENT SCHOOLS**

### **a) The process of identifying and monitoring of a student with special education needs**

Classroom teachers identify the students who are different from their peers in terms of their affective, behavioral and learning attributes and inform the PCG Unit. PCG Unit meets with the classroom teacher and subject field teachers, as well as the special education teacher to discuss the concerned student. Parents' cooperation is called for in all steps taken by the school to better meet the needs of the student. A process covering evaluation, implementation and monitoring is started. In the process, the teachers carry out systematic activities to make the right decision about the student. The aim is to decide whether the student is really one with special educational needs or one who has different attributes than others but without special educational needs.

The process of evaluation, implementation and monitoring includes the following steps:

1. Student outcomes are determined.
2. An intervention program is prepared.
3. The length of the intervention program is decided.
4. During the implementation period, the teacher makes the necessary arrangements in

- the program
- teaching processes
- class management and
- classroom environment

5. Classroom teacher, subject field teachers, psychological counselor and the special education teacher evaluate whether the adaptations in the teaching processes, class management and environment as part of the intervention program provided the desired development.

6. If the student achieves the outcome targeted by the intervention program, a decision is made to continue with or end the concerned program. However, if the student does not achieve the outcome targeted by the intervention program, then all the actions taken over the program are documented in a report and the student is referred to the Guidance Research Center or Children's Mental Health Center of a general hospital for a detailed examination. The document sent by the specialist for teachers to give feedback on the student is completed with the cooperation of the PCG Unit and is sent directly to the specialist by the school. The reporting process is organized and monitored by the PCG Unit in consultation with the teachers involved in the intervention program. During this process, the 'Educational Evaluation and Request Form' and 'Development Report' forms are filled out by the teachers.

7. Based on the placement decision to be made by the Guidance Research Center, IEP development unit convenes to prepare an Individualized Education Program according to the student's needs. While the program is being prepared, the readiness of the student for their grade level is identified using a variety of assessment tools.

8. The individualized education program is implemented and the process is evaluated.

9. Planned update and information meetings are held with the parents to monitor and evaluate the student's progress.

#### **b) The implementation process of the newly registered student with special education needs**

1. When a student with special needs registers to our school, first, an introduction meeting is organized with the student and parents by the PCG Unit.

2. The PCG Unit works with the classmates of the student with special needs and to provide them with general information and how to interact with students.

3. The PCG Unit informs the parents of the classmates about the student with special needs by a written letter. If requested, meetings can be scheduled.

4. In cooperation with the special education teacher and classroom teacher, the student's academic and other developmental goals are specified. When deciding upon the student's goals and needs, classroom observations are organized, individual studies are carried out, and previous educational experiences are discussed with the parents.

5. All capabilities (behavior, academic, social) of the student with special needs are conveyed to all the teachers of the class by a written document. Meetings are arranged with the teachers to give more detailed information.
6. Individualized Education Program (IEP) is prepared by taking the student's needs into consideration.
7. In order to comply with the needs of the student with special needs, either in-class support and or individual support outside of the class is provided.
8. In cooperation with the special education teacher and classroom teacher, in-class activities, homework and exams get adapted according to the student's needs.
9. At least three IEP meetings are carried out in the presence of the parents to evaluate the education progress of the student with special needs.

## **12. In-Service Training**

### **12.1. Teacher Training**

Training sessions aim to increase the awareness of teachers and support personnel of special education and to inform them about the legal requirements of inclusion practices, implementation and monitoring of forms, types of disabilities and in-class practices. The training needs of teachers and support personnel are determined through a survey. Based on the data obtained through interviews and observations, training sessions are planned.

Person in Charge: School principal, assistant principal, special education expert, psychological counselor and members of SEN committee.

### **12.2 Parent Training**

Regular training sessions are offered to the parents of classmates of the student with special needs, parents who do not have children with special educational needs in general, and parents of mainstreamed students on a variety of topics as needed, to increase awareness, for instance.

Person in charge: Psychological counselor, special education expert

### **12.3. Student Training**

The aim is to guide all students to make sure that they see diversity as richness and adopt this principle through its natural course with feelings of empathy. To do this every opportunity is taken in the education and teaching environment.

Person in charge: All members of staff

## **13. Monitoring and Supervision of the Policy**

SEN policy practices are monitored and updated on a yearly basis.

#### **14. References**

Guidance for Writing A Special Educational Needs Policy Post-Primary Development Group. CASS, Schools and Special Education Working in Partnership June 2011.

Rules and Regulations governing Special Education Services of the Ministry of National Education

Rules and Regulations governing Psychological Counseling and Guidance Services of the Ministry of National Education

MoE and EU Project on Strengthening Special Education, School without Barriers Model Road Map, Standards and Performance Indicators, June 2013, Ankara

MoE and EU Project on Strengthening Special Education, Teacher's Guide to Inclusive Education Practices, June 2013, Ankara.