

BODRUM PRIVATE MARMARA COLLEGE

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME

(2020)

INCLUSION/SEN POLICY

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (2010) Bodrum Private Marmara College has adopted an approach to education which embraces diversity and learner differences in all of its IB programmes, namely PYP and DP. To provide equal opportunities for all learners, we strive to set a culture of collaboration, respect for each other, a system for support and strategies for flexible classroom practices. In order for all students to access the educational programmes in the school, we need to be sensitive to and meet the educational needs of all. As in the aims for inclusive education outlined by IB, we have to “challenge the use of diagnostic categories (labels) to remove barriers to learning move beyond the labels and the negative associations to empower students” (Meeting student diversity in the classroom, 2019, p.1). Even when there are “students with learning support documentation organized around diagnostic categories or labels” in IB terms, we strive to embrace them focusing on their strengths. The school may inherently have some obstacles in its organization to implement a flexible education which is based on inclusive approach but it is our responsibility to remove them. To this end we have to focus on how the school functions in areas which may prevent inclusive education. The way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis are some barriers IB outlines.

Purpose

Bodrum Private Marmara College IB DP Coordinator, faculty members and the Guidance & Counseling Office have designed this policy to;

- Identify the areas at school which may function as barriers to learning for all and improve if the strategies appropriate for inclusive education are not in place.
- Align its inclusive education principles and practices to the IB’s principles and regulations.
- Communicate clear guidelines to all stakeholders with regards to the inclusion of students with learning support requirements in the IBDP by emphasizing the expectations and responsibilities of all in education within the guidelines of IB.
- Inform the stakeholders of the provisions with regards to the conduct of training and education services for students with special education needs for all educational institutions declared in the “Special Education Services Regulation” by the Turkish Ministry of National Education (Official Gazette no. 28360, July 21, 2010).

- Establish clear expectations and responsibilities for all stakeholders to make assessment procedures and principles accessible to students with learning support requirements and all students throughout the DP education.

Philosophy

- We believe that in line with the philosophy and principles of IB,
- All students have the right to have access to educational services which provide them with the opportunities to achieve their potential to the fullest through differentiated instruction adopted as a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.
- When given the opportunities, choice and support, those with special education requirements can be integrated into the mainstream education.

Inclusive Education principles of the school aligned with the IB's

- It is the responsibility of the senior leadership team and school board in consultation with educators, teachers, learning support professionals, parents, students and all stakeholders to put processes in place to remove barriers to learning and make it accessible for every member of the school community.
- An inclusive approach to education should incorporate a great variety of specific strategies which should be adopted by teachers, advisors, guidance and counseling office member(s) and the school pedagogical leaders. "To identify barriers, preferences, needs and goals of learning, the school should design flexible assessment and develop flexible and engaging methods and materials" as stated by IB. (Rao, Torres, 2019, in Meeting student learning diversity in the classroom, p.8)
- The programmes offered by the school should provide social and emotional learning conditions which are conducive to learning, that enable students to participate and pursue appropriate personal goals, and that are also safe, protective, healthy, friendly and caring for all.
- The school should conduct intentional design processes and act proactively to create optimal learning environments and curricula considering students' challenges, needs, preferences and strengths in line with IB's objectives.

- The school community should develop knowledge of Universal Design for Learning (UDL) to move from differentiated instruction for some students to a proactive design of the curriculum for all students.
- The school should take learner variability as a norm and UDL for learning should be taken as a guide to meet the needs of the greatest number of users.
- The school should be aware that challenges may go unidentified as educators concentrate on the challenges noted within the diagnosis made by official or other authorities.
- The school should provide the optimal technical support required for learning and teaching and assessment for those in need of support.
- An inclusive school community can be developed by identifying relevant practices that support the outcomes the school wants to achieve.
- The school should implement, communicate and regularly review an inclusion policy that creates cultures that support all students to reach their full potential.
- Students and teachers should use feedback to improve learning, teaching and assessment in line with the assessment policy.
- The school secures access to an IB education to the broadest possible range of students in line with the admission policy.
- The school ensures that the design of instructional materials and activities should allow for the learning goals to be achievable.
- The school empowers teachers with the guidance and counseling office, to establish a classroom environment which is both affirmative and responsive and determine and adjust classroom strategies to deal with each unique case so that they can provide the support for learning in areas of challenge or issues those concerned experiencing.
- Teachers should have an understanding that knowing about students entails understanding psychological functioning and neurological processing, and being able to translate this into effective strategies for teaching and care.
- The school ensures that there is a system which addresses physical, social and emotional aspects of learning.
- When the school recognizes that a student has access requirements, the IB's inclusive access arrangements are used in conjunction with teacher observations to accurately plan optimal access arrangements for all learning activities to minimize the barriers.
- The school community should be aware that chronic illnesses and their treatment may impede learning and cause behavioral issues so medical conditions should be taken into

consideration when planning, monitoring and assessing learning. The most common medical issues include but are not limited to: allergies, asthma, arthritis, lupus, epilepsy, petit mal seizures, grand mal seizures, diabetes, cancer, chronic middle ear infections, hypertension, anxiety disorders and HIV and AIDS.

- Teachers are expected to be alert to conditions in which a student is suffering from mental health issues such as schizophrenia, bipolar disorder, depression, conduct disorder, self-harm, post-traumatic stress disorder, eating disorders, and obsessivecompulsive disorder because teachers are the ones who can notice such issues while interacting with students. They are expected to inform the Guidance and Counseling Office and on consultation, take necessary steps to adjust teaching strategies accordingly.

The school ensures that the school community has an understanding of the IB principles of an inclusive education in the IB DP where:

- education for all is considered a human right.
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student.
- every educator is an educator of all students.
- learning is considered from a strength-based perspective.
- learning diversity is valued as a rich resource for building inclusive communities.
- all learners belong and experience equal opportunities to participate and engage in quality learning.
- full potential is unlocked through connecting with, and building on, previous knowledge.
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
- multilingualism is recognized as a fact, a right and a resource as outlined in the DP Language Policy.
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens as expressed in the mission statement and the relevant policies.
- all students in the school community have a voice and are listened to so that their input and insights are taken into account

- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
 - diversity is understood to include all members of a community • all students experience success as a key component of learning.
 - Teachers and the school community should create the conditions where;
 - students are accepted for who they are
 - students are valued for their strengths
- students are appropriately challenged by their learning
- expectations of students are high but realistic
 - students belong to the community and feel cared for, trusted, understood, valued and safe
 - students are listened to, have their opinions sought, and are provided with opportunities to succeed
 - students are included in decisions about their learning
 - students are given opportunities to reflect on their learning
 - students understand themselves as learners
 - students have the opportunity to develop the attributes of the learner profile • students have the opportunity to develop as multilingual citizens.
 - students have access to the relevant IB programme components to the greatest extent possible.
 - students understand their role in the learning of others.
 - students are supported in developing the skills to self-advocate.

Identifying students requiring learning support arrangements

- The school ensures that when students with specific learning requirements are transferred to school or registered through the ministry procedures, they are placed into the appropriate grade level. Mainly, the Guidance and Counseling Office is in charge of the filing, documentation and managing the process. The teachers of the student(s) are notified and requested to implement inclusive practices based on the types of support needed.
- The school supports teachers with training opportunities to be able to identify those existing students who haven't been diagnosed as requiring learning support in the classroom before.

Documenting the learning process

- The school ensures documentation which includes profiles of individual learning, language profiles, pertinent policies and lists of resources is in place so that this may support meetings with students, parents, specialists, school evaluation visits and collaborative approaches to removing barriers to learning for both the existing and new students. Documentation should involve interests, strengths, previous experiences and preferences and progress of all students when reviewing learning and assessment as stated in the assessment policy.
- The school establishes “student learning plans” and will work on “language profiles” which reflect functional diversity, as well as cultural and linguistic backgrounds. A universal design and multimodal approach to language teaching and learning is going to be considered in the school context. The student learning plan which the school uses is a legal entity and content and its format is laid down by the Turkish national legislation.

The school assessment should cater for the areas below:

be accessible in terms of design, content and medium to give every student the opportunity to succeed

- be ongoing, diverse and relevant to the learner
- actively inform and involve learners
- be focused on learner progress
- allow for differentiated assessment with different entry and exit points
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure
- be explicit so that the purposes and outcomes of the assessment process are understood by all
- measure both product and process—what type of learning, how and under what conditions

This policy will be reviewed each year to monitor whether the practices are in place and/or amendments are needed in the school context to align with the IB DP principles and practices.

References

IB Documents cited or referenced;

Access and inclusion policy (2018)

Candidates with assessment access requirements DP (2014)

Language and learning in IB programmes (2014)

Learning diversity and inclusion in IB programmes: Removing barriers to learning (2016)

Meeting student learning diversity in the classroom (2019)

Programme standards and practices (2014)

The IB guide to inclusive education: a resource for whole school development (2015)

Universal Design for Learning (UDL) in IB classrooms (2016)

What is an IB education? (2013)