



**PRIVATE MAYA ANTALYA SCHOOLS
(PMAS)
IB (PYP – DP)
INCLUSION /SPECIAL NEEDS POLICY**

**ANTALYA
2021-2022**



IB MİSYONU

Kültürler arası anlayış ve saygı yoluyla daha iyi ve daha huzurlu bir dünya yaratmak isteyen, sorgulayan, bilgili ve duyarlı gençler yetiştirmeyi amaçlar. Bu amaçla organizasyon, uluslararası geçerliliği olan üstün eğitim programları ve titiz ölçme-değerlendirme programları geliştirmek için okullar, hükümetler ve uluslararası kuruluşlarla işbirliği yapar. Bu programlar, dünyanın her köşesinden öğrencileri, kendinden farklı olanların görüşlerinin de doğru olabileceğini anlayan, aktif, sevecen ve yaşam boyu öğrenen kişiler olmaya teşvik eder.

IB MISSION

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.

MİSYONUMUZ - OUR MISSION

- TR -** Büyük Atatürk'ün manevi mirası olan bilimi temel kriter olarak alan, yaşam boyu öğrenen gençler yetiştirmek. Nitelikli, kendine güvenen ve topluluk ile kendileri arasında birey olarak bir denge oluşturan gençleri yeniden bütünleştirmek. Kendinden farklı olana aynı iç duygularla saygı duyan, hoşgörülü ve seven gençlik yetiştirmek. Kendisiyle ve çevreyle barışık, kendini tüm yönleriyle değerlendirebilen, hoşgörülü ve başkalarının düşüncelerine değer veren gençler yetiştirmek. Başarı ve mutluluğun, değişime ayak uydurmak ve çaba sarf etmele geldiğini bilen, araştırarak sorgulayarak öğrenmeyi bilen, bilgiye ulaşmada kendi öğrenme modelini oluşturabilen gençler yetiştirmek. Temel değerlerimizi evrensel değerlerle dengeli bir şekilde harmanlayan, kültürlerarası anlayışı gerçekleştirip barışçıl bir dünya hedefinde olan gençler yetiştirmek.
- EN -** To raise lifelong learners who take science, which is the spiritual heritage of Great Atatürk, as the basic criterion. Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals. To raise tolerant and loving youth who respect the different with the same inner feelings. To raise young people who are at peace with themselves and the environment, who can evaluate themselves in all aspects, are tolerant and value the opinions of others. To raise young people who know that success and happiness come with adapting to change and making efforts, who know how to learn by inquiring, and who can create their own learning model for reaching information. To raise young people who blend our core values with universal values in a balanced way, realize intercultural understanding and aim for a peaceful world.
- DE -** Lebenslange Lernende zu erziehen, die die Wissenschaft, das spirituelle Erbe des großen Atatürk, als Grundkriterium heranziehen. Wiedereingliederung junger Menschen, die qualifiziert und selbstbewusst sind und ein Gleichgewicht zwischen der Gemeinschaft und sich selbst als Individuen schaffen. Toleranzvolle und liebevolle Jugendliche zu erziehen, die die Anderen mit den gleichen inneren Gefühlen respektieren. Junge Menschen zu erziehen, die in Frieden mit sich selbst und der Umwelt sind und sich in allen Aspekten bewerten können, tolerant sind und die Meinungen anderer schätzen. Junge Menschen zu erziehen, die wissen, dass Erfolg und Glück durch Anpassung an Veränderungen und Anstrengungen entstehen, die wissen, wie man durch Nachfragen lernt, und die ihr eigenes Lernmodell für das Erreichen von Informationen erstellen können. Junge Menschen zu erziehen, die unsere Grundwerte auf ausgewogene Weise mit universellen Werten verbinden, ein interkulturelles Verständnis verwirklichen und eine friedliche Welt anstreben.
- RU -** В качестве основного критерия -воспитывать учащихся на протяжении жизни принимать науку, как духовное наследие Великого Атаюрка. Реинтеграция молодых людей, обладающих высокой квалификацией, уверенных в себе и создающих баланс между обществом и собой, как личностями. Воспитывать толерантную и любящую молодежь, уважающую мнение и чувства других. Воспитывать молодых людей, которые могут оценивать и рецензировать себя во всех аспектах, быть в мире с окружающей средой, относиться терпимо и уважительно ко мнению других людей, ценить каждого, как личность. Воспитывать молодых людей, знающих, что успех и счастье приходят через адаптацию к изменениям и прилагая усилия, это молодые люди, которые учатся, задавая вопросы, создавая свою собственную систематизированную модель обучения и развития. Воспитывать молодых людей, которые сбалансированным образом сочетают наши основные культурные ценности с универсальными ценностями, реализуют межкультурное понимание и стремятся к мирному миру.
- ES -** Formar aprendices de por vida que tomen la ciencia, que es la herencia espiritual del Gran Atatürk, como criterio básico. Integrar a jóvenes calificados, seguros de sí mismos y que creen un equilibrio entre la comunidad y ellos mismos como individuos. Promover jóvenes tolerantes y amorosos que respeten a los diferentes con los mismos sentimientos internos. Educar a jóvenes que estén en paz consigo mismos y con el entorno, que se autoevalúen en todos los aspectos, sean tolerantes y valoren las opiniones de los demás. Formar jóvenes que sepan que el éxito y la felicidad vienen con la adaptación al cambio y el esfuerzo, que sepan aprender investigando, que puedan crear su propio modelo de aprendizaje para llegar a la información. Educar a los jóvenes para que combinen nuestros valores fundamentales con los valores universales de una manera equilibrada, que logren el entendimiento intercultural y aspiren a un mundo pacífico.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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PRIVATE MAYA ANTALYA SCHOOLS (PMAS)

SPECIAL NEEDS POLICY

AIM

The term “individuals with special needs” is included under the title of “individual requiring special education” in the Decree-Law No. 573 on Special Education (1997) and is defined as an “individual who differs significantly from the level expected from their peers in terms of individual characteristics and educational qualifications for various reasons.” In the literature, it has found its place with many different definitions, and this situation has been used frequently in various studies.

PMAS aims to raise global citizens, observe student differences, and support the self-confidence of students with special education needs while ensuring their integration into society. Based on the student profile and the Mission statement of the International Baccalaureate Organization, our school has set the goal of making the IB DP program evaluable for students with different backgrounds.

To begin with, we aim to create a school of sensitive individuals as described in the IB Learner profile. As stated in our school's mission statement:

“Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals,

To raise tolerant and loving youth who respect those who are different from themselves with the same inner feelings,

Raising young people who are at peace with themselves and their environment, who can evaluate themselves in all aspects, who are tolerant and value the opinions of others,” we aim to raise sensitive young people who give priority to their goals.

This document outlines any steps the school community is taking to promote diversity and tolerance for diversity and its links to other policies and practices outlined in the Admission, Language, Assessment, and Academic Integrity Policies. At PMAS, each student

is respected for their individual abilities and needs and is an active member of the school community.

PMAS Mainstreaming and Special Education Needs Policy, Republic of Turkey
Ministry of National Education Regulation on Special Education and Guidance Services and
IB documents: Participation in International Baccalaureate Programs, IB Guidelines for
Inclusive Education: A Resource for All School Improvement, Meeting Student Learning
Diversity in the Classroom, Learning Diversity and Inclusion in IB Programs, Realization of
the Primary Years Program (PYP); IB Diploma Program guides from Principles to Practice;
and IB Learner Profile. The policy will be made available on the school's website in addition
to other school documentation.

The school prepares all its policies with a management team from each branch, and a
committee selected from among students and parents. These policies are reviewed before the
start of each year and necessary revisions are made. The relevant committee list is attached as
an annex.

Definition of Special Education Needs (SEN)

Special education needs refer to both students who need special support to succeed in
the IB (PYP – DP) and gifted and talented students who need to be challenged beyond the
curriculum to develop their full potential.

We are fully aware of the continuity of a wide range of needs and abilities and strive to
find individual solutions suitable for each student. PMAS talks about an education system
based on different personality traits at all educational levels from kindergarten to high school.
The purpose of our education system, which is based on 9 different personality traits, is that
we are aware of the fact that each student is different from each other and that we have
evaluations according to these differences. Students who will enroll in our school starting
from kindergarten are first evaluated by our Counselling Unit. Then, personality traits
determinations are made with separate tests for each student and even parents during the
school period. In this way, individual differences and needs can be determined accordingly,
and it is possible to make appropriate applications. Our holistic approach to students' specific
learning needs provides equal access to IB education for all students.

Measures to meet the needs of students with special educational needs are implemented both in teaching (in the classroom, CAS) and in assessment. All steps taken are based on IB for SEN (PYP-DP) regulations and are fully compliant.

The general term "Special Educational Needs" (SEN) <...> addresses a broad spectrum of needs across a continuum encompassing cognitive, social, emotional, and physical development. (Learning Diversity at IB 2016)

WHAT ARE THE IB'S PRINCIPLES OF AN INCLUSIVE EDUCATION?

The IB supports the following principles of inclusive education where:

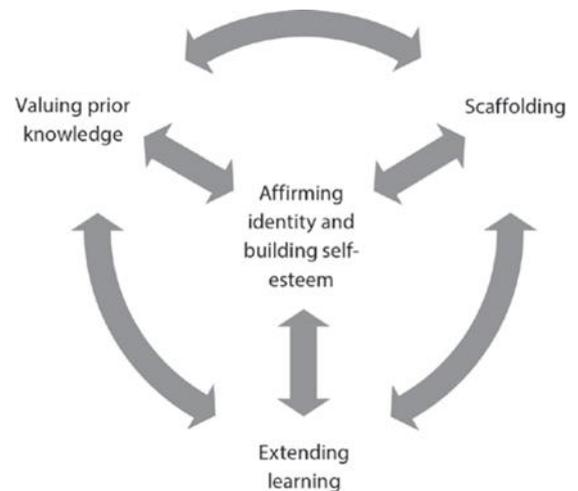
- **education for *all*** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth, and whole growth for every student
- every educator is an educator of *all* students
- learning is considered 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
- the 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
- *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
- *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.

The IB's principles of teaching for learning diversity

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning.

The four principles of good practice in the IB learning cycle



COMMON APPLICATIONS TO MEET SPECIAL EDUCATIONAL NEEDS

There is a wide variety of measures that can be taken to provide additional time for tasks that can be taken to meet special training needs during instruction, including the use of special tools and equipment. Differentiation in teaching assists students in scaffolding, visualizing, or modifying their teaching and learning approaches to meet specific needs. However, it should not be limited to these.

Based on the Procedures Handbook specifically for DP, a catalog of measures can be drawn up taking into account the school to meet specific needs during the assessment.

Further assessment arrangements to meet specific needs require IB authorization. Requests for these inclusive assessment arrangements, along with evidence (medical/psychological/psycho-educational papers, translated into English) must be submitted to the IB in the second year of IB DP. Requests are submitted by the school. For this reason, students must know these situations when they start the IB program.

OTHER APPLICATIONS

Language Acquisition

As many of our student's education is not in their mother tongue, we will place special emphasis on helping students cope with their fluency requirements in speaking and writing. As we outline in our language policy, we are fully aware that every teacher contributes to language acquisition. With the Oxford AQA Certificate Program, which is a part of our education, which we can also describe as the preparation process, students with insufficient language skills are given English lessons before the DP program to ensure that they are prepared for the process.

Learning Deficiencies

In case of learning deficiencies, the students and their parents are supported to cope with the tasks with the necessary guidance regarding the process with the involvement of the relevant units.

Accessibility of School Buildings

Our school building is fully wheelchair accessible with our elevator system that has access to every floor. There are also special ramps in the school entrance areas. It will be strengthened and supported with more equipment when needed according to individual needs.

Approaches to Learning (ATL)

ATL skills can be learned and taught. Through the systematic development of Communication, Social, Self-Management, Research, and Thinking skills, all students can be better equipped to meet the demands of the curriculum.

Creativity, Activity, Service (CAS)

We place special emphasis on ensuring that every student gets the greatest possible benefit from their CAS experience. Therefore, we fully believe that any student can be a part of the CAS program. Students struggling for various reasons will receive the necessary support and opportunities and challenges will be discussed regularly with the CAS coordinator/CAS advisor.

Challenges for Talented and Gifted Students

We want to allow gifted and talented students to develop their full potential. Our wide range of scientific and social club activities support talented and gifted students to access projects and programs. At the same time, we can help them meet other talented and talented students and share learning by supporting them to be involved in many projects that exist both in the region and nationally.

We support students' access to university courses and we are planning to work with university partnerships especially for DP Students.

CANDIDATES EXPOSED TO ADVERSE CONDITIONS

The IB explains these situations in the General Regulations: Diploma Program document as follows; Adverse circumstances are defined as situations beyond the candidate's control that may impair assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement, or events that may threaten candidates' health or safety. The same conditions can affect a group of candidates or all candidates in a school. IB complies with IB regulations in such situations.

Adverse events do not include:

1) The deficiencies of the candidate's school, including but not limited to errors, errors or omissions in the applicant's enrollment, timely requests for inclusive assessment arrangements or consideration of adverse conditions, enforcement of authorized inclusive assessment arrangements and extension requests under Article 2 failing to improve its performance despite receiving authorized inclusive assessment arrangements.

2) An extension of the deadline may be permitted if a candidate or group of candidates is affected by adverse circumstances (for example, extended paper, information theory essay, or internal review notes/case study) prior to submission of early components. Upon receipt of the required documentation (available in the handbook) from the school, the extension must be formally approved by the IB and is the only possible arrangement that can be proposed.

3) Any application for special consideration in the event of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of completion of the final assessment component of the relevant subject and must be supported by a statement written by the DP coordinator and appropriate evidence.

screenings made during the admission of the students to the school, continues with the Branch Teachers Board (BTB) meetings. BTB meetings are the meetings held jointly by the teachers who teach in each branch and come together with the management. Here, students who have differences in their behaviors or who have problems for some reason are evaluated by taking the opinions of the relevant teachers for each lesson. If needed in the evaluations, the student is directed to the Psychological Counselling and Guidance (PCG) unit and interviews or practices are carried out according to their needs. These situations are made with the knowledge of the family and the evaluations after the interview are made in the presence of the school management, family, and teachers. Joint studies are planned. In these cases, sometimes an Individualized Education Program (IEP) or Enriched Education Program (EEP) is developed and program studies are planned according to the needs of the students. In cases where it is observed that this support is not sufficient, the student is directed to the district GRC (Guidance Research Centre) and continues to be supported as officially directed by the GRC.

Private Maya Schools aims to help students solve problems through the "I Solve Problems" program at the primary school level. The program, in which students with social adaptation problems and behavioral disorders improve a lot, is implemented at all levels once a week with the cooperation of our Psychological Counselling and Guidance unit and our Drama teacher. In this way, while we can both reveal the problem with the drama method, it is also explained how we should deal with this issue. It is aimed to give our children problem-solving skills with a useful lesson in which solutions are produced together. Differentiation is a philosophy or mindset that allows educators to plan appropriately to achieve the identified outcome to meet the needs of different learners in today's classrooms. Differentiation is not a toolkit but a belief system or mindset that educators embrace to meet the unique needs of each learner. (Gregory G.H, Chapman C., 2020) In addition to these, with the help of differentiation methods, it is tried to ensure that the characteristics of each individual are known in the lessons and that they learn better with studies that serve different learning styles of the students. The individual differences of the students are determined with the "Learning Styles Inventory" applied especially to 2-3rd and 4th-grade students. It is ensured that each student is reached in the best way with our teachers, who evaluate the applications and studies in accordance with this and include them in classroom practices. The mindsets of teachers who use differentiation in their classrooms adopt the following ideas:

- All students have areas of strength.

- All students have areas that need reinforcement.
- Every student's brain is as unique as a fingerprint.
- It is never too late to learn.
- When starting a new topic, the student brings their previous knowledge and learning experience to the classroom.
- Emotions, feelings, and attitudes affect learning.
- All students can learn.
- Students learn at different times and in different ways. (Gregory G.H., Chapman C., 2020)

OUR APPLICATIONS SUPPORT SEN POLICY ACCORDING TO LEVELS

At PMAS, we have activities planned for each level in accordance with their needs and developments. Thanks to these studies, we determine the special needs of the students and we can do the studies that are suitable for them. These studies are always carried out with the cooperation of the administration-teachers-student-family and PCG Unit. Our work is separated into levels;

KINDERGARTEN

- Pre-registration recognition study
- Student-Family Recognition Information Form
- Draw a human
- Draw family
- School maturity study (Seedling group)

PRIMARY SCHOOL

1st Graders

- Pre-registration recognition study
- Personality Traits Inventory

2nd-3rd-4th Graders

- Learning Styles Inventory

Joint studies for all grade levels of primary school

- Student-Family Recognition Information Form
- I Know Myself Form
- Autobiography
- Sociometry
- ADHD observation form
- Special learning disability observation form

HIGH SCHOOL

- Student Recognition Form
- Learning Styles Inventory
- Test Anxiety Inventory
- Sociometry
- Attention Test
- Problem Scan Inventory

PRIVACY The family, teachers and administrators are informed about the student's social life and development process. When necessary, information can be given by the manager and the guidance unit to other families in cooperation. Except for necessary situations, information about the student is kept confidential.

REFERENCES

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9. General Regulations: Diploma Program

ANNEX

STEERING COMMITTEES TABLE

HEAD OF SCHOOL
VICE-PRINCIPLE
IB DP COORDINATOR
LIBRARIAN
EE COORDINATOR
TOK COORDINATOR
HEAD OF TURKISH LANGUAGE AND LITERATURE DEPARTMENT
HEAD OF FOREIGN LANGUAGES DEPARTMENT
HEAD OF MATH DEPARTMENT
HEAD OF PHYSICS DEPARTMENT
HEAD OF BIOLOGY DEPARTMENT
HEAD OF CHEMISTRY DEPARTMENT
PSYCHOLOGICAL COUNSELLING AND GUIDANCE DEPARTMENT
A GROUP OF PARENTS
A GROUP OF STUDENTS