ADAPAZARI ENKA PRIVATE PRIMARY SCHOOL

INCLUSION POLICY

BELIEFS IN INCLUSION

"Inclusivity" refers to ensuring that all students receive an education with equal opportunities, regardless of their differences. The fundamental goal of inclusivity is to create a supportive and fair learning environment where every student can reach their full potential.

The IB embraces inclusivity as a core value. Inclusivity is an ongoing process that aims to remove barriers to learning and increase student access and participation.

From the PYP perspective, inclusivity takes into account not only students with special needs, but also cultural, linguistic, economic, and other diversities. The fundamental aim of inclusivity is to create a supportive and fair learning environment where every student can reach their full potential.

Adapazarı ENKA Schools recognize all learners; taking into account their prior knowledge, they provide appropriate environments for them to develop their identities and self-efficacy alongside their peers, in line with their developmental needs and differences.

At Adapazarı ENKA Schools, every learner is the subject of the learning community, and diverse learners are seen as the richness of the learning community.

Principles of Inclusion:

- Education is recognized as a human right for everyone.
- Education is developed by creating positive, responsive environments that promote a sense of belonging, security, self-worth, and holistic development for every student.
- Learning should be designed by focusing on the student's strengths.
- Learning diversity is seen as a strength in creating inclusive communities.
- All students have equal opportunities,
- Students' potential is realized by connecting it to prior knowledge and building upon it.
- Assessments are structured to suit the individual development characteristics of all students, providing opportunities for them to demonstrate their learning.
- Multilingualism is recognized as a valuable resource.
- All students in the school community fully participate in IB education and are supported in experiencing their rights and responsibilities as citizens.
- All students in the school community have a voice. Their opinions are taken into consideration.
- All students in the school community develop the characteristics of the IB learner profile, becoming inquisitive, knowledgeable, and caring individuals who contribute to creating a more peaceful world.

May 2025

- All students experience success as a fundamental component of learning.

STUDENT ADMISSION POLICY

ENKA Schools accept all children **aged 57-71 months** who have submitted a preliminary application, based on the results of the assessment process and taking into account gender balance, within the available quota, through a lottery system.

Parents are required to submit any relevant documents regarding the student's prior diagnosis to the school.

NEW STUDENT ASSESSMENT PROCESS

All children who have submitted a preliminary application will undergo an assessment conducted by the school's counseling unit.

Detailed student information, preschool learning experiences, and the student's background are recorded through a form filled out by the parents.

Candidates who have reached school readiness based on the assessment results are included in a ranking lottery conducted in the presence of a notary public.

GUIDANCE ACTIVITIES DURING THE LEARNING PROCESS

School teachers identify differences through their observations of language, cognitive, academic, and social-emotional skills, and share their observations and experiences with **the guidance unit** via **the Student Guidance Form** and/or **Observation Record Form** available on Sharepoint. As a result of the guidance, students who need support in social-emotional skills are provided with one-on-one or group sessions by the school's guidance counselors. For students who require diagnosis and intervention in language, cognitive, and academic skills, support education and individualized education plans are implemented in accordance with the relevant national special education services regulations. The process is monitored through interdisciplinary collaboration and parent feedback.

BEP APPLICATIONS

The 2018 Special Education Services Regulation specified in the National Obligations section is planned in accordance with the 573th Law Decree and the Legal Rights of Individuals with Special Education Needs guide.

SUPPORT METHODS

In accordance with the students' needs;

Student-Centered

- Social-emotional support is provided through activities involving the entire class, large groups, small groups, and individual counseling.
- Support education services are provided by the school's special education specialist.
- Individual support outside the classroom is planned only for students with legal measures within the framework of legal requirements.

Teacher-focused;

- School counselors provide counseling to all teachers.
- Teacher training is planned according to identified needs.
- The special education specialist provides counseling to all teachers as needed.
- Resource and material support is provided.

For Parents;

- Family education programs are planned based on identified needs.
- Resource and material support is provided.
- Counseling is provided in social, emotional, and educational areas.
- Referral to and monitoring of out-of-school support centers.

EDUCATION PLANNING

- The student's diagnosis, strengths, weaknesses, and functional needs are taken into consideration.
- The Decree Law No. 573 and the current version of the National Special Education Services Regulation are used as references.
- The counseling unit shares the action plan for students with the school administration and relevant teachers.
- Parent involvement is ensured for the Individualized Education Plan (IEP) and instructional adaptations.
- Parental consent is obtained for cognitive assessments administered to the student.
- Short-term and long-term goals are established, taking into account the student's strengths and needs.
- The necessary resource support for achieving the goals is provided by the school administration.
- Collaboration with teachers and parents is carried out during the implementation process to address the individual's needs.
- The process is evaluated through ongoing assessment and reflective thinking.

IN-SCHOOL INFORMATION SHARING

Information that affects the student's development or learning process is shared with the guidance unit via Sharepoint by the teacher who meets with the parent. Teachers who are new to the school or who have changed classes obtain information about students through the guidance unit and other teachers. Any developments in the student's life during the process are shared with the relevant teachers by the guidance unit or school administration. Routine information sharing meetings are planned during the term between the school administration, guidance unit, class teachers, and English teachers. Special information about the student is shared with the relevant persons with the permission of the parents.

LEARNING &TEACHING PROCESSES

- **Identity affirmation and self-esteem**
At the core of all learning lies the affirmation of student identity to promote self-esteem. Students with a positive identity are better able to take the risks necessary for successful learning. A positive identity model ensures that all students feel seen and valued. It is a model where all students accept that it is possible to make a difference in their own lives and in society. Validating the learner identity promotes the qualities, attitudes, and characteristics defined in the IB learner profile, thereby encouraging international-mindedness, effective learning, and responsible citizenship.

- **Valuing prior knowledge**

Prior knowledge is the foundation upon which new learning is developed. It cannot be assumed that students will necessarily share the same prior learning or demonstrate learning in the same way. Therefore, teachers should:

- Assess current knowledge, strengths, and interests in a meaningful way
- Recognize that there may be gaps or overlaps in learning
- Work with students to create individual learning profiles to inform teaching and learning
- Actively engage students' prior understanding to encourage new learning
- Consider prior learning when designing, differentiating, and planning new learning.

- **Scaffolding**
Scaffolding involves developing student independence and ensuring that all students have access to the curriculum. It is very important to assess prior learning so that smaller steps can be incorporated into the learning process and students can be scaffolded as they work toward mastery while receiving constructive feedback at each stage. Scaffolding devices such as pre-instruction, demonstrations, experiential learning, knowledge banks, visual aids, templates, and graphic organizers can be designed to reduce guidance over time and encourage independence.

- **Extending learning**
- IB approaches to learning and teaching
- Teaching according to learner variation
- Creating optimal learning environments
- Assessment
- Collaboration
- Technology

(Learning Diversity and Inclusion Programs in IB)

May 2025

INTEGRATION AND INCLUSIVITY

Integration is the process of identifying barriers to learning and designing education tailored to each student's individual needs. To achieve this, the learning community—students, teachers, guidance counselors, school administrators, and families—work together. A quality educational environment is created by developing appropriate skills, using different strategies, and establishing a tolerant learning environment.

DIFFERENTIATION

In order to meet the needs of students, the content of lessons, application processes, student responses, or products are differentiated during the teaching process. When planning, students' different learning styles, different learning levels, and interests are taken into consideration. Differentiation is applied by all teachers to improve learning and teaching processes, regulate classroom expectations and relationships, and diversify assessment practices.

ASSESSMENT

The school records the individual development of students through differentiation in the assessment of learning diversity using student portfolios.

Assessment and evaluation tools and strategies used for students with special needs are prepared according to the student's individual education program.

RIGHTS AND RESPONSIBILITIES

Students:
- Monitor their own learning processes and take responsibility for realizing their potential.
- Respect everyone's rights, approach differences with tolerance, and support their peers in order to contribute to the development of an inclusive school environment.

Teachers:
- Prepare ideal learning and teaching environments by taking into account the individual differences of each student.
- Additionally, the most important responsibility of every teacher is to be a good guide and role model.

Parents:
- As an important stakeholder in the school community, they are aware of the school culture and its functioning and actively participate in it.
- They collaborate with other stakeholders in the school in accordance with the student's development and needs.

PROFESSIONAL DEVELOPMENT

The school provides professional development opportunities tailored to different learning needs to the guidance unit, teachers, and parents to support student development. The school administration establishes a Guidance Unit budget for each academic year. The Guidance Unit organizes training for teachers and parents throughout the year.

NATIONAL OBLIGATIONS

https://orgm.meb.gov.tr/www/ozel-egitim-hizmetleri-yonetmeligi-yayimlandi/icerik/1089

https://orgm.meb.gov.tr/meb_iys_dosyalar/2025_01/21155634_10111011_ozel_egitim_ka nun_hukmunda_kararname.pdf

https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_12/22144036_BIREYLERIN_YASAL_HAKLA RI.pdf

CONNECTION WITH LANGUAGE POLICY

Our Learning Diversity Policy aims to remove barriers to ensure the full participation of all students in the learning process. Language policy plays a critical role in achieving this goal. Valuing students' native languages and promoting multilingualism strengthens their identity and increases their motivation to learn. This approach views students' diverse language backgrounds as a source of richness and transforms this diversity into an advantage in the learning environment.

CONNECTION WITH ASSESSMENT POLICY

Providing access arrangements tailored to students' individual needs forms the foundation of an inclusive learning environment. In this context, diversifying assessment and evaluation tools supports the equal participation of all students in the assessment process. Regular monitoring of students' learning processes enables continuous assessment of their development. This approach contributes to the creation of a healthy and supportive learning environment by prioritizing student well-being.

CONNECTION WITH THE ACADEMIC INTEGRITY POLICY

There is a strong and reciprocal relationship between the learning diversity policy and the academic integrity policy. The learning diversity policy aims to recognize the individual differences and needs of each student and provide them with appropriate learning opportunities. This approach encourages students to participate more in their own learning processes and produce original work. This contributes to the development of originality and ethical behavior, which are the foundations of academic integrity. On the other hand, the

academic integrity policy ensures that all students are evaluated fairly and equitably. This policy encourages students to do their own work and respect the work of others. This helps create the inclusive and supportive learning environment that the learning diversity policy aims to achieve.

REVISION: This document was updated in the 2024-2025 academic year with the participation of Sinem TAŞDEMİR, Useyyid GÖKCEN, Hale Çalgın, Eda Kahraman, Onur Sert, and Şafak Çakar.

REVISION DATE: May 21, 2025

REFERENCES:
Developing and aligning a school inclusion policy with the Programme standards and practices, Geneva, Switzerland, 2023

Learning diversity and inclusion in IB programmes, Geneva, Switzerland, 2020

The IB guide to inclusive education: a resource for whole school development, Geneva, Switzerland, 2019