

İSTEK ACIBADEM PRE SCHOOL İSTEK ACIBADEM PRIMARY SCHOOL

INCLUSION POLICY

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İSTEK ACIBADEM PRESCHOOL VE İSTEK ACIBADEM PRIMARY SCHOOL INCLUSION POLICY

Philosophy

ISTEK Preschools and Primary Schools' inclusivity policy is a process that ensures our educational practices are redesigned to meet the needs of all children regardless of gender, ethnic origin, language, religion, place of residence, health status, socio-economic background, or other conditions.

Our schools provide equitable learning opportunities for students at all levels by recognizing and valuing their individual differences. In this approach, the entire school community benefits from the principles of the IB Learner Profile.

NATIONAL-INTERNATIONAL LEGAL REQUIREMENTS

UNESCO's (2005) definition of inclusive education:

“Inclusive education is the process of responding to the diverse needs of all learners, cultures, and communities by increasing their participation in learning and reducing discrimination within the education system. This process involves important changes in content, approaches, structures, and strategies based on a shared vision that includes all school-age children and the belief that educating all children is the responsibility of governments.”

United Nations Sustainable Development Goals (2015) Goal 4: Quality Education cannot be considered equal unless especially the most vulnerable and socially excluded groups are included in the process.

Articles 23 and 28 of the Convention on the Rights of the Child:

Article 23: States Parties recognize the right of mentally or physically disabled children to a full life under conditions that ensure their dignity, promote self-reliance, and facilitate their active participation in the community.

Article 28/1: States Parties recognize the right of the child to education and adopt the view that this right should be progressively realized on the basis of equal opportunity.

Ministry of National Education Regulation on Special Education Services – Objectives of Special Education Services:

Article 6 (1) Based on the general aims and fundamental principles of Turkish National Education, the goal is to enable individuals with special education needs to use their capacities at the highest level according to their educational needs, competencies, interests, and talents, and to prepare them for higher education, professional life, and social living.

<https://mevzuat.gov.tr/mevzuat?MevzuatNo=24736&MevzuatTur=7&MevzuatTertip=5>

NATIONAL-INTERNATIONAL LEGAL REQUIREMENTS

Constitution of the Republic of Turkey

Part Three

Social and Economic Rights and Duties

II. Right and Duty of Education and Training

Article 42 – No one shall be deprived of the right to education and training.

The scope of the right to education is determined and regulated by law.

Part Two

IX. Freedom of Science and Art

Article 27 – Everyone has the right to freely learn, teach, explain, disseminate, and conduct research in the fields of science and art.

In accordance with the fundamental principles of Turkish National Education:

I – Universality and Equality:

Article 4 – Educational institutions are open to everyone without discrimination based on language, race, gender, disability, or religion. No privilege shall be granted to any individual, family, group, or class in education.

V – Equality of Opportunity and Facilities:

Article 8 – Equal opportunities and facilities shall be provided to all individuals, women and men alike, in education.

The Regulation on Preschool and Primary Education Institutions includes provisions supporting regulations related to special education. The regulation emphasizes the role of Guidance and Research Centers (Rehberlik ve Araştırma Merkezleri (RAM)) in determining which children have special needs and highlights the importance of preparing Individualized Education Plans (Bireyselleştirilmiş Eğitim Planları (BEP)) for them.

According to Article 11 of the Regulation on Preschool and Primary Education Institutions, children directed to preschool and primary schools with a report from RAM can enroll in their preferred school regardless of their home address.

Law No. 5378 on Disabled Persons (2005)

Article 15 – “Under no circumstances shall the education of disabled individuals be prevented. Children, youth, and adults with disabilities shall be provided with equal educational opportunities in inclusive environments alongside non-disabled individuals, taking into account their special conditions and differences.”

<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_kanun_hukmunda_kararname.pdf

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

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United Nations Convention on the Rights of Persons with Disabilities (2008) Article 24

Education:

1. States Parties recognize the right of persons with disabilities to education. They shall ensure an inclusive education system at all levels and lifelong learning without discrimination and on the basis of equal opportunity. The following goals shall be pursued:
 - (a) The full development of human potential, respect for human dignity, inherent dignity, and the strengthening of respect for human rights, fundamental freedoms, and human diversity;
 - (b) The development of the personality, talents, creativity, mental and physical abilities of persons with disabilities to their fullest potential;
 - (c) The effective participation of persons with disabilities in a free society.
2. To ensure the implementation of this right, States Parties shall:
 - (a) Ensure that persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary and secondary education;
 - (b) Enable persons with disabilities to access inclusive, quality, and free primary and secondary education on an equal basis with others in the communities in which they live;
 - (c) Make reasonable accommodations according to the individual needs of persons with disabilities;
 - (d) Provide the support required within the general education system to facilitate effective education of persons with disabilities;
 - (e) Promote the use of individualized support measures aimed at maximizing academic and social development in environments that foster full participation of persons with disabilities.

OBJECTIVE

It is about providing an educational environment that is accepted, supported, integrated into the learning process, communicative, and promotes the development and maximizes the academic knowledge and skills of students with different developmental patterns as well as those with typical development through a differentiated curriculum. The well-being and welfare of all students are the primary goals of this inclusive policy.

PRINCIPLES OF THE INCLUSION POLICY

In the inclusive policy of ISTEK Preschools and Primary Schools, it is aimed to raise learners who possess the following characteristics:

- Respectful of individual differences and diverse perspectives,
- Valuing different cultures and cultural diversity,
- Aiming for lifelong learning,
- Taking responsibility for their own learning and behavior,
- Valuing freedom of thought and action,
- World citizens who defend Atatürk's principles and reforms.

IMPLEMENTATION WITHIN THE SCOPE OF THE INCLUSION POLICY

In regular meetings held by guidance and psychological counseling staff, classroom teachers, other subject teachers, and parents, the needs of students with different requirements are evaluated, and decisions are made accordingly. These are recorded in observation forms. The process is monitored and adapted according to developments. Support is provided within the school by consulting with counselors for students who receive support from experts. Differentiated activities and practices are used in lessons, focusing on students' learning skills and abilities.

ACTIVITIES TO SUPPORT THE INCLUSIVE SCHOOL COMMUNITY

- Students are given the opportunity to participate in various clubs, teams, choirs, exhibitions, stage performances, and similar groups created based on their interests and talents in areas such as art and sports.
- Students are encouraged and given the opportunity to participate in social responsibility projects within campaigns established at specific times.
- Within the scope of the monthly "Student Meetings," students' participation in activities, achievements in those activities, and performances to be showcased are shared with the entire school community.
- To increase international awareness, strengthen students' cultural identities, and promote understanding of different cultures, they organize activities such as celebrating the Native Language Day.
- It provides opportunities to learn about topics of local, national, and global significance.

Inclusive Regulations of the School Community

Students registered at our school have the right to benefit from various materials, resources, books, and digital content in different learning environments. At the primary school level, tailored study sessions are planned and implemented for students whose needs are either below or above their grade levels, based on their individual requirements. This process is carefully designed, conducted, and observed by classroom teachers, taking individual needs into account. The pedagogical leadership team monitors these activities, provides feedback to the school community, and keeps everyone informed.

Our school has accessibility measures such as ramps for students and staff with physical disabilities. Primary school students have the opportunity to participate in after-school activities and extracurricular workshops, such as hobbies, tailored to their interests and preferences. Students have the right to choose from extracurricular activities that are age-appropriate and offered within capacity limits.

All members of the school community have access to library resources. Expectations and behavioral rules for library use are clearly detailed in the school's behavior policy.

Responsibility for monitoring students with special health needs primarily lies with classroom teachers, the school nurse, and families. Students with health conditions such as allergies or diabetes, documented by a doctor's report, can bring appropriate foods to school under supervision of their families. These students are regularly monitored by the classroom teacher, relevant subject teachers, and the school nurse.

Parents have the right to learn about our educational program, share their opinions and suggestions, participate in parent information meetings, and represent their culture during cultural participation activities.

The implementation of our inclusion policy is a shared responsibility of the entire school community. The school administration is responsible for ensuring equal access to the program for all students, in accordance with the enrollment policy. The pedagogical leadership team oversees the full implementation of the inclusion policy across the school. The Guidance and Psychological Counseling Department is tasked with tracking students' individual development, identifying their differences through various tests and inventories, informing classroom and subject teachers, observing students' emotional states at school, and providing feedback when needed. Our teachers are committed to creating a peaceful, supportive, and diverse learning environment.

Respecting individual differences and acting with this understanding is a shared responsibility of every member of our school community.