Ministry of Education

Male’, Republic of Maldives

2013

Circular

Date: 8 Rabi’ al-Awwal 1434
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To be received by:

1. Government schools
2. District schools
3. School Boards
4. Technical centers being operated under Ministry of Education

Copy:

1. Atoll councils
2. Island councils
3. City councils

Relevant Circular:

Inclusive Education Policy

Accompanying this Circular is a copy of the Inclusive Education Policy. In accordance with this policy, the Circular describes the necessary modifications to teaching methods, facilities required to be provided and responsibilities of stakeholders in order to provide formal education to children with various special needs, children who need additional learning support and children under special circumstances.

Asim Ahmed

Minister of Education
Inclusive Education Policy

Ministry of Education
Male', Maldives
1st Part

General Sections

**Introduction and name** 1. This policy is formulated for the inclusion of all children in education, including those who because of various reasons of teaching and learning achieve the national education criteria objectives at exceptional high speed and those children who are unable to achieve the objectives in the most desirable manner. This policy outlines the modifications that need to be made to teaching methods, equipments and materials required to be provided and roles and responsibilities of stake holders in order to provide formal education to children with special needs, children who need additional learning support and children under special circumstances.

This policy is named "Inclusive Education Policy".

**Definition of the policy** 2  "Inclusive Education Policy" is defined as the guidelines, principles, roles and responsibilities for the implementation of all activities conducted within the mainstream system in order to provide education for children who need additional learning support, children with special needs and children under special circumstances, to the maximum of their potential.

**Primary principles of the policy** 3  (a) Provide equal learning opportunities for all children within the formal education system as every child has the right to learn.

(b) Establish an adaptive system in which the thoughts, ideas and feelings of the students are referred to, and which would include all children, as far as their capabilities allow them, to be included in all education related matters.

(c) Bring about all the necessary modifications to teaching methods when achieving national criteria objectives, and establish an education system which would include all children when relevant equipment and resources are established.

**Segments on which the policy is aimed** 4  This policy mainly concerns children from the categories below.

(a) Children who need additional learning support

(b) Children with special needs

(c) Children under special circumstances
Purpose

5

(a) Establish a system to enable gifted and talented children to complete various learning stages with ease.

(b) For the children with various learning challenges, adapt the subjects of reading, writing and mathematics in accordance with the challenges faced by these children.

(c) Recognize the children with special needs at an early stage and establish a system which would enable the talents of such children to be developed early on (Early identification, Early intervention).

(d) Provide equal learning opportunities without discrimination for the children with special needs to the maximum of their potential. (As such, children who are capable of attending school are brought to school and children who are unable to attend school are engaged in community based programs.)

(e) Provide education for the children with special needs in a manner in which they are included to the maximum of their capabilities.

(f) Establish an education facilitating environment which is safe and which includes all the necessary equipment and materials for the education of children with special needs.

(g) Ensure that school environments are appropriately designed and includes all necessary equipment for the children with various special needs.

(h) Develop special teachers and other technical staff to provide education for the children with special needs.

(i) In order to facilitate the achievement of national criteria objectives, bring about the necessary modifications to teaching methods and make necessary arrangements to provide maximum assistance to the children with special needs in order for them to reach their maximum potential.

(j) To provide education to the children with special needs, organize and conduct programs through which the children can learn life and work skills.

(k) Enable transportation to allow children with special needs to receive education while being as close to home as possible.

(l) Conduct appropriate programs at schools for the children facing various behavioral problems while learning.

(m) Schools take necessary steps to provide protection for the
children in cases of natural disasters, abuse, family issues and being subjected to bullying from other students, which may temporarily or permanently impact a child's learning.

(n) Schools establish a system by which a child is protected from temporary or permanent impact to the child's education caused by an accident or a medical condition.
2nd Part

Children who need additional learning support

Children who need additional learning support 6

(a) Unless otherwise stated in this policy, "Children who need additional learning support" is defined as the children who need additional assistance and equipment to learn and to be taught due to being "gifted and talented", by facing various "learning difficulties" or having various "learning disabilities".

(b) In this policy, "Children who need additional learning support" are divided into the following general categories. They are:

1. Children with Learning Disabilities
   1.1 Dyslexia
   1.2 Dysgraphia
   1.3 Dyscalculia

2. Gifted and Talented children

3. Children with Learning Difficulties

4. Children with Attention Deficit Hyperactivity Disorder

5. Children with various behavioral problems

Providing Education 7

(a) Schools establish a system (Transition Plan) for gifted and talented children to complete educational steps according to their gift and talent.

(b) For gifted and talented children, children with various learning disabilities and children who need additional learning support, prepare separate Individual Education Plans (IEP) in accordance with their capabilities, and review this plan 2 times every year.

(c) For gifted and talented children, children with various learning disabilities and children who need additional learning support, compile a guideline which outlines the necessary educational modifications to facilitate the achievement of national criteria objectives.

(d) Develop appropriate teachers to provide education for gifted and talented children, children with various learning disabilities and children who need additional learning support.
Children with special needs

Unless otherwise stated in this policy, "children with special needs" is defined as children who due to physical injury to bodily organs, mental impairment, physical or mental difficulties, or health conditions are not in a situation where they are able to function independently.

In this policy, children with special needs are divided into categories, and their degrees of special need are determined as below.

1. 4 general factors are considered when categorizing children with special needs. They are :-
   1.1 Physical impairments
   1.2 Sensory impairments
      1.2.1 Hearing impairment
      1.2.2 Visual impairment
   1.3 Communication disabilities
      1.3.1 Autism
   1.4 Mental impairments

2. The categories are divided into degrees as below :-
   2.1 Mild
   2.2 Moderate
   2.3 Severe
   2.4 Profound

Providing Education

9  (a) Establish special classes in mainstream schools with appropriate equipment and materials for children with special needs. (Establish a Support Unit in at least 1 school in every Atoll of the Maldives.)

(b) With the understanding that every individual child is different, the following must be achieved at the schools to provide services for the children in accordance with their individual special needs.

1. Education must be provided in accordance with the degree and type of special need. (Additional assistance is included in Appendix 3)
2. For all children with hearing impairments, trained technical persons must be provided to educate them by using hand signals.
3. The school and classrooms must be designed in a way that would allow physically impaired children to enter and exit.
4. Arrangements must be made for the use of Braille to provide education for children with visual impairments.
5. Arrangements must be made to provide different therapies to children who require them in accordance with their individual special needs.
6. Schools must be provided with appropriate facilities to enable the children with special needs to learn life and other skills.

(c) Teachers must be allocated in a manner in which there is one teacher for every 6 children with special needs, and in special circumstances, teachers must be allocated as described in Appendix 2 in accordance with the degree of special need.

(d) To provide education for children with special needs, appoint teachers who have at least a diploma in the area of Special Education, or at least have 2 years of teaching experience along with having completed Certificate 3 in Special Education.

(e) Develop appropriate and capable teachers to provide education for children with special needs.

(f) A special allowance (Special Teacher Allowance) must be allocated for the Special Education Needs teachers and in order to provide relief from concerns and apprehensions that may arise while teaching, free time for the teachers must be arranged as below within the 40 working hours of every week.
   1. Half session (once a week) in single session schools
   2. At least 2.5 hours (once a week) in double session schools.

Enrolling and changing school

10 (a) The guidelines set by the Ministry of Education must be followed when enrolling children with special needs in schools.

(b) When every child is enrolled at school, the child's "Growth Monitoring Card" must be submitted.

(c) The children must be screened by using the "Growth Monitoring Card". If any special need is discovered, professional advice must be sought and further assessments must be carried out.

(d) Children must be assessed before they are enrolled at the school and the children must be categorized in accordance with the results of the assessment.

(e) When changing schools, all the records of the child must be passed on to the new school in a dependable manner.
(f) All schools that provide education to "Severe" cases among children with special needs must have a "Crisis Plan".
4th Part

Children under special circumstances

(a) Unless otherwise stated in this policy, "children under special circumstances" are defined as children facing various learning difficulties due to natural disaster, family problems, abuse, accident, health conditions or by being exposed to various crimes.

(b) 7 factors are considered when categorizing children under special circumstances. They are:

1. Children whose learning is negatively impacted by a natural disaster (Example: tsunami and other emergency situations such as fire hazards).
2. Children whose learning is negatively impacted by abuse.
3. Children whose learning is negatively impacted by various family problems.
4. Children whose learning is negatively impacted by various accidents
5. Children whose learning is negatively impacted by any medical conditions (such as asthma or sweaty hands).
6. Children whose learning is negatively impacted by being subjected to bullying by another student or person.
7. Children whose learning is negatively impacted by being exposed to various crimes.

Providing Education

(a) Provide an education facilitating environment equipped with the necessary items to provide education to the children under special circumstances in a manner adaptive to their current situations.

(b) Provide counseling for children under special circumstances in accordance with their current situations.

(c) Develop appropriate teachers and technical staff to provide education for children under special circumstances.

(d) Bring necessary modifications to examination procedures for children under special circumstances in accordance with the circumstances faced by the children.

(e) Establish a system for the conduction of a rehabilitation program for children whose learning is negatively impacted by being exposed to various crimes.
(f) For children under special circumstances, establish systems in schools where educational steps can be completed by these children in accordance with their circumstances.
5th Part

Stake holders and their responsibilities

### Responsibilities of the Ministry of Education

(a) The following must be facilitated for schools in order to identify children with special needs early on, and to develop their skills at an early stage (Early Identification, Early Intervention).

1. Screening equipment must be provided for the screening of children enrolling in Pre-Schools.
2. Organize and conduct Early Identification and Early Intervention programs within the education system.
3. Among the children who were screened, those identified as children with special needs must be referred to the centers conducting Early Identification and Early Intervention programs.

(b) A committee must be formed to determine which category or area a child belongs to among the categories described in this policy.

(c) The types of items that are required to be present at the classrooms for children with special needs and the equipment and materials necessary for their learning must be determined.

(d) Children with special needs must be identified and "Inclusive Education" must be introduced to these children.

(e) When designing teacher training courses, effort must be made to include a certificate level 3 module related to Special Education.

(f) In accordance with the special need of the child, opportunity must be provided for the child at the most appropriate school.

(g) The job of SEN Coordinator must be created at every Atoll of the Maldives for the coordination of the matters related to children with special needs.

(h) The Ministry of Education must create a "Focal Point" to monitor the management of schools providing education to children with special needs.

(i) A sufficient number of teachers and technical staff for educating children with special needs must be developed.
(j) At every school with a Support Unit, the jobs for at least 2 teachers trained in the field of "Special Education", 1 leading teacher and a worker must be created.

(k) Identify local and international opportunities for increasing the technical capabilities of the Special Education Needs teachers, and the most appropriate opportunities must be provided.

(l) Opportunities must be provided for classroom observation and experience sharing, so that successful techniques used by teachers at the schools that teach children with special needs can be shared with other schools.

(m) In the Teacher Excellency Award, a category must be created where the Special Education Needs teachers can compete, and opportunity must be created for them to achieve award in this category.

(n) "Student IEP" prepared by the schools that teach children with special needs must be revised once an year with the assistance of the SEN Coordinator of the respective Atoll, technical advice and instructions must be shared with the schools, improvements must be advised and instructed, and training must be provided.

(o) Among the children with special needs, those who have mental impairments must be provided the opportunity to learn until the requirement set by the Ministry of Education is achieved, even if they have bypassed the age of 18.

(p) The technical advice and instructions for teaching children with special needs must be provided to the schools in a manner in which the information would be available to the teachers and parents.

(q) Workshops must be planned and conducted to provide technical advice and instructions regarding the modifications to teaching methods for educating children with special needs for achieving national criteria objectives.

(r) A registry for children with special needs must be prepared and the registry must be revised once every year.

(s) A SEN Advisory Committee must be formed and implemented. The committee's administrative procedures must be carried out as described in Appendix 6 and relevant parties must be consulted with.

(t) Guidelines must be prepared to provide assistance to "children with special needs", "children who need additional learning
support" and "children under special circumstances".

(u) Arrangements must be made for the implementation of the matters described in the "Providing Education" sections of the 2nd and 3rd Parts of this policy.

(v) A registry must be prepared for the teachers and technical staff working at Support Units.

(w) Once this policy is implemented, it must be revised once in every academic year.

Responsibilities of schools 14

(a) The equipment and materials required for providing education for children with special needs must be acquired in advance for the upcoming year.

(b) A detailed registry of the children with special needs enrolled in the school must be prepared and submitted annually to the Ministry of Education before the month of March. Any changes made to this registry must be shared with the Ministry within 30 days of making the change.

(c) For every child with special needs, an "Individual Education Plan" must be prepared once a year and the plan must be revised for every term. (This task must be carried out by the collaboration of the Special Education Needs teacher, leading teacher and parent.)

(d) Schools must provide for the children with special needs, the same opportunities provided to the "mainstream" children, to the maximum of their potential to learn and participate in extra-curricular activities.

(e) Among the children with special needs, the children who have the potential for receiving education in "mainstream" classes must be identified. A special program must be conducted for "mainstreaming" such children and they must be provided with the opportunity to receive mainstream education.

(f) Arrangements must be made for the "mainstream" teachers to receive technical advice from the Special Education Needs teachers.

(g) Among the children with special needs, the children with physical impairments must be provided with a school environment at which they could easily move about, and arrangements must be made for them to use various facilities (such as library, laboratory etc.)

(h) Before the commencement of every academic year, the
children with special needs must be identified in the school’s catchment area, and their enrollment at the school must be encouraged.

(i) Information regarding all activities carried out for the education of the children with special needs must be periodically shared with the parents.

(j) Awareness programs regarding the education of children with special needs must be conducted for parents and the society.

(k) When forming the School Board in the schools that provide education to the children with special needs, arrangements must be made for a parent who represents these children to be incorporated in the Board.

(l) The responsibilities described in Section 17 and 18 of this policy must be handed over to the staff of schools that provide education for children with special needs, and the staff must be held responsible.

**Responsibilities of parent or guardian**

15 (a) The student must be sent to school regularly.

(b) The medical reports of children with special needs must be maintained, and the school at which the child is enrolled at must be informed of any changes to the child.

(c) Complete support and assistance must be provided to the teachers for the compilation and evaluation of the Individual Education Plan (IEP) for children with special needs.

(d) If any behavioral changes are noticed from the child, relevant parties must be consulted with and the information must be shared with the school.

(e) All arrangements must be made to register the child with special needs on the "Register for people with special needs".

(f) Ensure that the child with special needs receives all the rights entitled to the child under various legal Acts.

**Responsibilities of Pre-Schools**

16 (a) The Ministry of Education and the Focal Point of the district must be notified immediately once a child with special needs is identified.

(b) Before children are enrolled in school, changes that have occurred in the growth stages of the child must be identified by using the "Growth Monitoring Card".
(c) Ensure that appropriate environmental adaptations can be made according to the special needs of the children, necessary equipment and materials are installed, and arrangements are made for children to be assessed individually.

(d) Appropriate training programs must be planned and conducted for the Pre-School teachers providing education services to the children with special needs.

(e) If there is a child with special needs among the children who completed the Pre-School stage and are progressing on to grade school, all information regarding the child must be passed on to the new school.

(f) Awareness programs must be planned and conducted for parents and society regarding the education of children with special needs.

Responsibilities of teachers

17

(a) Before the commencement of every term, the respective parent, leading teacher and the management of the school must be collaborated with to prepare an Individual Education Plan (IEP) for every individual child, and the child must be taught in accordance with this plan.

(b) Among the students in the "SEN" class, students who have the potential to learn in a mainstream class (such as students gifted in a particular subject/skill) must be identified and arrangements must be made for them to learn within the "mainstream", or in a manner most appropriate for the student's skill.

(c) If a student is identified as gifted or talented, the student must be taught according to the child's gift or talent, and in a manner in which the gift or talent can be developed. In addition, this matter must be discussed with technical persons and their advice must be sought.

(d) Make arrangements for the children with special needs to take part in the school's core-curricular activities to the maximum extent possible, and discussions must be held with relevant parties regarding this matter.

(e) The students must be categorized according to the 4 categories of children described in "Inclusive Education Policy" (mild, moderate, severe, and profound) by using the Growth Monitoring Card and a separate registry must be prepared and maintained.

(f) Convey ideas and assistance to leading teacher and coordinator for the preparation of the equipment and material list (items
required for the upcoming year) for the education of children with special needs.

(g) If something unusual is noticed regarding a student, and if this has caused any impact on the child's education, appropriate action must be taken by consulting with a technical person.

(h) Problems that may arise in matters relating to the students or in teaching must be resolved by notifying the relevant person in charge of such matters at the school or any relevant authority, immediately and on a daily basis.

(i) Be an example to the students at all times by paying special attention to providing the children with a good upbringing and good manners.

(j) Meet the parent of every child separately at least 2 times in every term and share information regarding the child's education with the parent.

(k) Create a close relationship with the parents, provide them with advice on child related matters, attain the thoughts and ideas of the parents and use this information in a meaningful manner.

(l) Share information regarding the proceedings of the Special Education Needs classes with the management of the school so that this information can be passed on to the parents who attend the "general parents" meeting held at the school.

(m) Complete and maintain class attendance and records regularly.

(n) Identify the children who need extra assistance and provide such assistance by attaining advice from the management of the school and by meeting with the respective parents.

Responsibilities of Coordinator

18

(a) Prepare an "Individual Evaluation Plan" (IEP) once a year for every child with special needs and revise the plan for every term. Technical advice regarding appropriate changes to the plan must be shared with the schools.

(b) Among the children with special needs, identify those who have the potential to be "mainstreamed", and to facilitate the "mainstreaming" of such children to the maximum of their potential, provide relevant advice and instructions to the school and parents, and maintain and research the records of such children regularly.

(c) Make arrangements for the teachers of "mainstream" classes to receive technical advice and instructions from the Special Education Needs teachers.
(d) Prepare the equipment and material list for the education of children with special needs by consulting the SEN Unit of Maldives Education Development Center and submit the list to the Ministry of Education. Every year, the items for the next academic year must be attained and delivered to the schools before its commencement.

(e) Compile a detailed registry of all the children with special needs in all the schools of the Atoll and submit this registry before the end of March every year to the SEN Unit of National Institute for Education (NIE) and Ministry of Education. The institute must be notified of any changes made to this registry within 10 days of making the change.

(f) Ensure that schools have an established mechanism for the early identification of children with special needs and take necessary action to familiarize the school's staff to such mechanism.

(g) Organize and conduct TVET programs at schools to provide opportunities for the children with special needs to learn and acquire technical skills.

(h) Depending on the capabilities of the children with special needs, records of potential students from the schools must be submitted to the Ministry of Education to provide them scholarships from the government.

(i) Ensure that information regarding all activities conducted for the education of children with special needs is regularly shared with their parents.

(j) Among the children with special needs, identify the children in the islands of the Atoll who do not attend school, find out and research the reasons for this and determine a system by which education can be provided to these children.

(k) Ensure that when the School Board is formed at a school where children with special needs are enrolled at, a parent of a "SEN" student is included in the Board and share all the necessary information with this parent.

(l) Investigate local and international opportunities for increasing the technical capabilities of the teachers, and assist teachers in finding such opportunities.

(m) Exert maximum effort within their capabilities to facilitate the achievement of national criteria objectives by the children with special needs.
(n) Identify (the categories of) all the children with special needs at all Pre-Schools of the Atoll and prepare and maintain their registry.

Advisory Committee

(a) Purpose of the committee:

The purpose of creating the Advisory Committee is to provide advice on solutions for various challenges faced by the Ministry of Education regarding the implementation of education policies for children with special needs, and to provide technical advice and instructions on these matters.

(b) Committee members:

The Advisory Committee is constituted of the following members:

1. "SEN" teacher (teacher appointed from various schools that provide education to the children with special needs)
2. "SEN" parent
3. Representative from Educational Development Center
4. A representative from a government institution that works to protect the rights of disabled persons.
5. Representative from the Ministry of Education
6. A school principal
7. Representative from a nongovernmental organization that works to protect the rights of disabled persons.

(c) Responsibilities of the committee:

The responsibilities of the "SEN" Advisory Committee are to take the following action regarding the children with special needs.

1. Identify the challenges in providing education to children with special needs, work to provide appropriate solutions and monitor such matters regularly.
2. Solutions must be provided for challenges faced by the parties involved in formulating education policies for children with special needs.
3. An environment must be established where technical ideas of different relevant areas can be shared and where the challenges faced when providing education for children with special needs can be discussed.

Monitoring

(a) All matters previously mentioned in this policy must be
monitored and researched by the Educational Supervision and Quality Improvement Division (ASQID) of the Ministry of Education. As such, the following must be researched regularly, and must be monitored whether the necessary changes are being made and additional required actions are being taken.

1. Ensure that this policy is implemented in accordance with the designated action plan for implementation.
2. Monitor the percentages of children and students being included in the "SEN" Unit and research and monitor the students who complete education, their results and their other life proceedings.
3. Research the changes that are made to the registry of teachers and technical staff at Support Units.
4. Prepare guidelines for schools in order to measure the implementation of this policy.
5. Measure the level in which the policy is revised.
Appendix 1 - Definitions of special terms used in this policy

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
</table>
| 1      | Special need                | • Refers to students who are unable to function independently due to physical injury, mental impairments, physical impairments and physical or mental difficulties.  
<pre><code>     |                              | • Or students with learning difficulties due to damages caused to body organs and systems by accident or natural disaster                 |
</code></pre>
<p>| 2      | Mainstream class            | • Regular classes being taught according to the national criteria                                                                        |
| 3      | &quot;SEN&quot; Advisory Committee    | • Committee constituted under this policy to provide advice in student related matters regarding inclusive education                   |
| 4      | Mild                        | • Among the children with special needs, the category of children that can be taught in mainstream classes                              |
| 5      | Moderate                    | • Among the children with special needs, the category of children that need to be initiated by a designated program and can be mainstreamed |
| 6      | Severe                      | • Among the children with a high degree of special need, the category of children that are taught under a designated program for the purpose of mainstreaming |
| 7      | Profound                    | • Among the children with a high degree of special need, the category of children who are taught at their home environments via home based and community based programs |
| 8      | Gifted and talented         | • Students that have outstanding intellectual abilities and skills                                                                      |
| 9      | Inclusive                   | • Education where all children are included                                                                                           |
| 10 | Individual Education Plan (IEP) | • A personal education plan specifically prepared for individual children |
| 11 | Braille | • A tool used for the education of the visually impaired |
| 12 | Early Identification | • A system used for the identification of children with special needs early in their childhood |
| 13 | Early Intervention | • Establishing a system by which the skills of a child can be developed early in their childhood |
| 14 | Education facilitating environment | • An environment designed to facilitate the development of the skills of the child in relation to the degree of special need and giftedness |
| 15 | Growth Monitoring Card | • An official document that describes the growth of the child |
| 16 | Home based program | • A program in which the skills required by the child is taught at the child's home environment with the child's family |
| 17 | Community based program | • A program where the child is taught, in relation to the degree of special need, necessary skills for the child to be introduced into the society by using facilities that exist in the society |
| 18 | Stress relief | • The work-free durations given to the Special Education Needs teacher for the purpose of providing relief from concerns and apprehensions that they may face while teaching |
| 19 | School | • Places or centers for educating children under 18 years of age, in accordance with the national education criteria of the Maldives |
| 20 | Catchment area | • If on an island, the geographical area in which the school attended by all the children of that island is located at |
| 21 | Support Unit | • Unit that provides assistance and facilities for the categories of &quot;children with special needs&quot;, &quot;children who need additional learning support&quot; and &quot;children under special circumstances&quot; |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>SEN Coordinator</td>
<td>The person in charge of managing the matters related to schools that teach children with special needs</td>
</tr>
<tr>
<td>23</td>
<td>Dyslexia</td>
<td>Various impairments in reading abilities</td>
</tr>
<tr>
<td>24</td>
<td>Dysgraphia</td>
<td>Various impairments in writing abilities</td>
</tr>
<tr>
<td>25</td>
<td>Dyscalculia</td>
<td>Various impairments in using mathematical numbers</td>
</tr>
<tr>
<td>26</td>
<td>Crisis plan</td>
<td>A plan prepared to provide solutions for various situations faced by children with special needs</td>
</tr>
</tbody>
</table>
Appendix 2- Allocating teachers

Unless stated otherwise in this policy, teachers must be appointed as described in the table below:

<table>
<thead>
<tr>
<th>Ratio of teachers</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
<th>Profound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the principle of having one teacher for every 6 children, different</td>
<td>For every 6 children</td>
<td>For every 6 children</td>
<td>For every child</td>
<td>For every child</td>
</tr>
<tr>
<td>ratios are designated to different categories</td>
<td>1 teacher</td>
<td>1 teacher</td>
<td>1 teacher</td>
<td>1 teacher</td>
</tr>
</tbody>
</table>

Note: When implementing the ratios above, the teachers for severe and profound children may complete their designated work durations by teaching individual students. For example: Work duration can be completed by teaching 1 severe child for 2 hours, followed by teaching another severe child for another 2 hours.
Appendix 3- How to provide assistance to children with various special needs

3.1 Important aspects to pay attention to when teaching children with visual impairments

1. The text books used for teaching low vision children must be printed very clearly. (For example, in a manner that can be viewed by using magnifying glasses or with big font sizes)
2. If a child is visually impaired, seat the child as close to the teacher as possible
3. Facilitate a system by which blind children can learn by using Braille.
4. Teach blind children to attend to their personal matters by themselves.
5. Teach such children how the items in the classroom are arranged, how the classroom looks and how to behave in the classroom. Furthermore, use "blind cane" (mobility training) to teach the child of the school’s environment.
6. Provide opportunities to be alone in spacious places and different environments to facilitate the learning of new environments and to encourage the child to walk about with personal confidence.
7. If the child is blind, (in order to allow the child to find his/her desk without assistance) always seat the child at the same place.
8. Ensure that the classroom floor is not slippery
9. Ensure that all facilities in the classroom are friendly to the visually impaired. For example: text printed in bold letters, textile diagrams (items designed in a way that images can be identified by the sense of touch. For example: If to convey the picture of a bird in a garden, have fluffy cotton pasted on the image of the bird and Velcro or clothe pasted on the images of trees.)
10. When writing on the board, slowly read out while writing, and if talking to a child be in close proximity with the child.

3.2- Important aspects to pay attention to when teaching children with hearing impairments

1. During teaching hours, maintain the classroom in a way that outside noises would not be heard inside the classroom.
2. Seat children in a way that they can clearly see the actions of the teacher. (For example: arranging the desks in a U shape)
3. When communicating with a child, speak while looking directly at the child.
4. When communicating with the children use normal language, speak slowly and use short sentences.
5. When communicating, rather than using different words that describe the same thing, always use one word to describe a specific thing.
6. When using hand signals, use signals that are generally understood by everyone. (For example hand signals that are generally used to indicate sleeping and eating)
7. To ensure that the child has properly understood what the teacher has said, make the child repeat the instructions given by the teacher.
8. On a daily basis, write down the important words used in class on that day and hand it over to the child at the end of the class.
9. When the children are writing, rather than giving importance to language rules, encourage writing by paying attention to the information contained in what is written.
10. Check whether the parent regularly tests the hearing capability of the child by regular consultations with a doctor.

3.3- Methods that can be used to teach children with mental impairments

1. Using short sentences when instructing the child and asking questions from the child to ensure that the child has understood correctly.
2. When teaching, use real items as much as possible.
3. When carrying out class activities, conduct them one at a time and when one activity is completed and another is to begin, bring this to the attention of the children.
4. When teaching various things to the child, divide things into smaller activities (task breakdown).
5. To further the understanding of the child regarding the activities being taught, show examples from real life.
6. Encourage maximum repetition of activities that the child has already learned.
7. Provide opportunities for the child to collaborate with and seek assistance from other children in the class when doing class work.
8. Highlight and encourage if the child completes even a small portion of the work handed over to the child by the teacher.
9. Rather than paying interest to the actions of the child done on purpose to get the attention of the teacher, frequently highlight the desirable actions of the child.

3.4- Matters to which attention must be paid when teaching a child with Cerebral Palsy (CP)

1. For the children who can speak, listen by giving ample time and respond appropriately.
2. In relation to the degree to which the child twists, jerks, or writhes, do not frequently give the opportunity for these abnormal movements.
3. As most CP children get fatigued easily, provide time in school for them to recover.
4. As most CP children have difficulties in writing, teach them how to use computers and to type using the keyboard.
5. Prepare pencils and colors used by CP children by wrapping them in clothe and other such materials so that the children can grip them and use them for writing easily.
6. Use desks and chairs in the classroom that are specifically designed for children with physical impairments.
7. Provide opportunities for the children with special needs to use such devices as tape recorders to learn the lessons taught at class.
8. As most children with physical impairments have difficulties in reading and writing, give them appropriate time to complete work assigned to them in the class.
9. Organize sports activities in a manner that physically impaired children can also participate. (For example seated ball throwing games or a ball game that can only be played by using the feet.)

3.5- Matters to be paid attention to when teaching children who have communication impairments or autism

1. Before commencing with the child's education, prepare a plan (IEP) of skills that are believed to be important to be taught to the child.
2. When teaching such children, it is important that the teacher has relevant information and experience.
3. When class time is divided, prepare a daily table and stick to the order of the activities in the table.
4. Display the time table used in the class by preparing it using photos.
5. When assigning class work to the child, find out ways that interests the child the most and maintain the style of teaching accordingly.
6. In the classroom, do not keep many decorations or other items that may diminish the attention paid to the studies.