

**I.R. of Iran  
Ministry of Education**

# **Inclusive Education policy**

# **Towheed Iranian School**

**Dubai-UAE**

## **Chapter 1: objectives and definitions**

### **Article 1: objectives**

The objectives of the consolidate-comprehensive learning of students and children with special need are as follows:

- 1-1.Creating equal educational opportunities for all the obligatory-teaching children
- 1-2.Creating preparation in students with special needs in order to enter the society and living along with other individuals
- 1-3.Creating necessary fields to improve the qualitative and quantitative indicators of education
- 1-4.Creating proper interaction between regular students and students with special needs

### **Article 2: definitions**

1-2. Inclusive Education: It is an approach in which students with special needs are placed in ordinary educational units (governmental or non-governmental) in all educational courses, along with other students and they study through utilizing the common curriculums, environmental compliance arrangements and making the curriculum appropriate to study by supporting the teacher/ interface teacher.

### **2-2. students with special needs:**

They are the students who have problems due to physical, mental, psychological and emotional or social incompetence, in the field of compatibility with the environment. Students with special needs covered by an Inclusive Education includes the students having the border intelligence (slow-learner with special learning difficulties, groups with damaged vision, hearing, physical,

movement, emotional-behavioral problems (mild to moderate) become with border IQ to high, based on the amount and kind of their needs are classified in two groups having mild and severe needs.

### **2-2-1. Students with damaged eyesight:**

2-2-1-1. Students with low vision (suffering from mild to moderate vision injuries): They are students whose amount of remaining eye sight by using low-visual aids is so low and limited that they are not able to use normal lines of the books and their access to education requires the use of books with bold lines. Maximum corrected visual acuity (BCVA) of such students is more than 20/200 (20 over 200<sup>th</sup>) and less than 20/70 (20 over 70<sup>th</sup>).

2-2-1-2. Students who are blind (with severe to deep eye sight injury): It is referred to the students who lack the vision or the amount of their remaining eye sight despite using visual aids is so low and limited, so that it is required to train them through special training methods of the blind and the Braille, the maximum visual acuity corrected (BCVA) of such students is less than 20/200 (20, over 200<sup>th</sup>) or their vision angle is not more than 20 ° in the largest diameter.

### **2-2-2. hearing impaired students:**

2-2-2-1. Hard-of hearing students (with mild to moderate hearing injury): It is referred to the students whose remaining hearing ability by using hearing aids and by benefiting from training tips to get the contents of the speech and hearing, is sufficient and their amount of sense of hearing inability is between 35 to 70 DB.

2-2-2-2. Deaf students (suffering from a severe to deep hearing injury): They are not able to hear others' speech through the sense of hearing. In other words, the amount of sense of hearing disability is 70 DB or more, so they are deprived from learning the language surrounding them, through the sense of hearing.

### **2-2-3. Students with physical-movement disabilities:**

2-2-3-1. Students with mild and moderate physical-movement disabilities: It is referred to the students, who despite physical disability in the upper, lower or both organs have border IQ and above, so that they can benefit educational-teaching facilities by using special equipment, devices and facilities.

2-2-3-2. Students with severe and deep physical disabilities: It is referred to the students, who despite having border IQ or above, due to having severe injury in the upper, lowers or both organs are not able to do their personal affairs, so that they cannot benefit educational-teaching facilities through creating special equipment, devices, facilities, educational and teaching modifying and adapting methods.

#### **2-2-4. Students with emotional-behavioral problems (mild to moderate):**

4-2-2. it is referred to the students, whose emotional or behavioral responses at school continually or accepted norms based on age, gender, ethnicity or culture, have significant difference with their peers in a way that without having the cause of physical, sensory, intelligence injury, they affect on academic performance, classroom behavior, self care, social relationships and personal adaptation.

#### **2-2-5. Students with special learning problems:**

It is referred to the students who have disorder in one or more of the basic process related to the use of the spoken and written languages, which this situation may show itself in the incomplete ability to listen, think, read, write, dictation or mathematical calculations.

#### **2-2-6. Students having borderline intelligence (slow-learners):**

It is referred to the students, who are in contour of one to two standard deviations lower than average in terms of intelligence (based on the normal curve), and in terms of academic skills learning, they act slower than their peers who have average intelligence and they lack basic problems in adaptive behaviors. In this guideline, the students having border intelligence are placed in the group of students with mild to moderate special needs students.

#### **2-3. Teacher/interface teacher:**

Instructor/Teacher is a specialist, who provides teaching and educational facilities and services, and rehabilitation, special for students with special needs in ordinary educational units through responding to the teaching and educational requirements of the students with special needs by supporting and collaborating with teacher/classroom teacher.

#### **2-4. Integrated- comprehensive educational unit:**

It is referred to the trained teacher/instructor of the educational unit, who accepts the students with special needs in the classroom through creating the necessary adjustments and adaptations in the method.

#### **2-5. Educational support unit**

It is one of the exceptional schools, which is responsible for coordination, monitoring and supporting educational activities and rehabilitation of the students with special needs in integrated-comprehensive educational, as well as the units common tasks,

#### **2-6-Integrated-comprehensive teacher/instructor**

It is referred to the trained teacher/instructor, who through making necessary adjustments and adaptations in working methods, accepts students with special needs in his/her classroom.

#### **2-7. Reference room:**

A convenient and equipped location in the ordinary educational units, where special teaching and educational facilities, services and rehabilitation are provided individually or as a group, for the students with special needs and their families.

### **Chapter 2: Organizing**

**Article 3:** Acceptance and replacement of the students subject to integrated-comprehensive education is done in the nearest ordinary educational units to their settlement by the Education Office of regions/areas with the introduction, monitoring and coordination of Provincial Office of Exceptional Education.

**Note:** It is necessary to obtain the written consent of the students' parents for their children, using integrated-comprehensive education.

**Article 4:** For each student with special needs, according to the following table, the interface teacher will be awarded:

<b>Group</b>	<b>Hour (per week)</b>
Low vision, low hearing, mild and medium physical-movement disable, mild to moderate emotional-behavioral problems	<b>2</b>
Blind, deaf, severe and deep physical-movement disable	<b>4</b>

Students with special learning problems and behavioral-emotional problems (mild to moderate) will respectively have the specialized services of the centers for special learning problems and special centers for behavioral problems, according to the regulations of those centers. Students who have borderline intelligence (slow learner) will benefit compensatory education and with the development of facilities and manpower in the coming years, this group will be also included in the provision of various services of this guideline. Priority of allocating interface teacher is for the group with severe special needs.

**Note 1:** The required hours for each student with special needs to benefit the services of the teacher/interface teacher is predicted due to the student's characteristics and the relevant regulations, after the teacher/classroom teacher's review and suggestion and teacher/interface teacher, through the confirmation of the integrated-comprehensive educational unit administrator, in the weekly schedule of the teacher/interface teacher. Teacher/interface teacher attends the classroom in coordination with the teacher/classroom teacher and solve the student's problems.

**Note 3:** If the students with educational needs are placed in several integrated-comprehensive educational units, organizing teacher/interface teacher in the educational unit, which most of his/her working hours has been allocated to it, will be done. In organizing the teacher/interface teacher in the integrated-comprehensive educational units, it is necessary to adjust their working hours in a way in order to be less in various units and to be present in one educational unit in one day as much as possible.

**Article 5:** In each classroom, just one student with severe and deep special needs or three students with mild to moderate special needs are placed. The number of students of these classes is observed with the coordination of the Provincial Planning Committee, up to 25 individuals.

**Note:** In the event of impossibility of opening single-grade classes and necessity of opening multiple-grade classes, a maximum of three students with special-needs are placed in each class.

**Article 6:** In order to provide special teaching, educational and rehabilitation services to the students with special needs, the integrated-comprehensive educational units have assigned a proper

location as the reference room and with the teacher's / interface teacher's comments and cooperation, action was taken to equip it.

**Article 7:** The administrator of integrated-comprehensive educational unit, based on the performance of the teacher/interface teacher is in the educational unit on the presence day/days.

**Note 1:** The integrated-comprehensive administrator is responsible for annual evaluation of the teacher/interface teacher, based on the performance of the teacher/interface teacher towards the job description. If the teacher/interface teacher has been placed in a few educational units, his/her evaluation will be done by the area Department of education and on the basis of the annual evaluation results review of the administrators of the integrated-comprehensive educational units.

**Article 8:** In case of the integrated-comprehensive student's requirement of a student for rehabilitation services, after the interface teacher/teacher's diagnosis, through parents' direct cooperation, the student will use the facilities and services available in the Support educational units or the nearest non-governmental or state-run centers according to the relevant regulations, out of the school hours. In the case of financing, if the rehabilitation trainers of the Support educational units offer the integrated-comprehensive students services in the non-mandated hours, after the issuance of the notification, in accordance with the hours of offering services on the basis of the report of the teacher/interface teacher and administrator's approval, the Support educational unit will receive remuneration (overtime work fees) according to the regulations.

**Article 9:** Special equipments of rehabilitation, educational, training and physical education aids required for the students with special needs studying in integrated-comprehensive educational units similar to the other student with special needs, who are studying in the Support educational unit, in case of financing by the Provincial Office of education and with the supervision of the Provincial Office of exceptional education will be distributed among Support educational units and will be offered to the teacher/interface teacher.

**Article 19: Compensatory educations and how to deliver them to students subject to integrated-comprehensive education:**

19-1-For the purpose of solving the educational problems of the students with special needs studying in ordinary educational units, with the exception of students with special learning problems, compensatory education, according to the characteristics of the students as a group in studying hours in the integrated-comprehensive educational units are provided, preferably in the same educational unit. To determine the amount of hours required for each student is by the

classroom teacher/instructor's suggestion and the approval of the teacher/interface teacher and it is planned and implemented by the integrated-comprehensive educational unit administrator.

**Note:** The hours of holding compensatory classes for each subject in the week will be up to maximum one fold of the weekly hours of that subject.

19-2-With the approval of the Provincial Planning Committee, organizing and issuing the notification of administrative factors of compensatory training with the cooperation of the administrators of the integrated-comprehensive educational units through the Area Office of education will be done. Administrative factors of educational units will be the executor of compensatory classes including the administrators, executive vice president, servitor or janitor.

**Information of the students subject to Integrated-comprehensive education and the offered services report and their academic achievement**

**Academic year .....**

**A. Specifications of the student**

Name & family name:	Date of birth:	Identification No:	Type and severity of injury
Educational grade:	Educational period:	Admission year of current educational grade:	
Father's name:	Level of education:	Occupation:	Contact No:
Mother's family name:	Level of education:	Occupation:	Contact No:
Supervisor's name & family name:	Level of education:	Occupation:	Contact No:

**B. Specifications of the Integrated-comprehensive educational unit:**

Name of the educational unit:	Province:	City:	Region/Area:	Condition: Urban <input type="checkbox"/>	Rural: <input type="checkbox"/>
Name & family name of the administrator:		Address & telephone:			

**C. Specifications of the Support educational unit:**

Name of the educational unit:	Province:	City:	Region/Area:	Condition: Urban <input type="checkbox"/>	Rural: <input type="checkbox"/>
Name & family name of the administrator:		Address & telephone:			



**D. Specifications of the teacher/interface teacher:**

Name & family name:	level of education:	work experience:
Work experience in Integrated-comprehensive instruction:	Day & hour of offering services to the students:	
Address & contact number:		
Comments:		

**E. Services offered:**

Does the student need the rehabilitation equipment?

Name of the equipment required by the student:

Has this equipment been provided and offered to the student on time?

The follow-up and measures carried out by the teacher/interface teacher in this regard:

Does the student need the rehabilitation services?

Type of rehabilitation services required by the student:

Amount of the hours required by the student to benefit from the rehabilitation services:

Name of the center offering the rehabilitation services to the student:

Do the student and his parents need the consoling services?

How has these services been offered, individually or as a group?

What type of individual or individuals has offered the consoling services?

Amount of hours or sessions of offering the consoling services to the student or his parents:

Is there any need to make the school space adequate, considering the specifications of the student?

Type of adequate space required:

Follow-up and measures carried out by the teacher/interface teacher in this regard:

Does the student need compensatory instructions?

Which subject/subjects?

How much per month/per week, in each subject/subjects?

Follow-up and measures carried out by the teacher/interface teacher with regard to informing on time and providing these instructions for the student:

Does it need any physical education special equipments, considering the specifications of the student?

Type of equipment/equipments required:

Follow-up and measures carried out by the teacher/interface teacher, with regard to providing these equipment/equipments required for the student:

**Report of the most important measures carried out by the teacher/  
interface teacher...**

**In the first semester of the academic year...**

<b>October</b>		<b>November</b>	
<b>Measures</b>	<b>Results</b>	<b>Measures</b>	<b>Results</b>
<b>December</b>		<b>January</b>	
<b>Measures</b>	<b>Results</b>	<b>Measures</b>	<b>Results</b>

Name and family name of the teacher/interface teacher:

Date and signature:

Name and family name of the Integrated-comprehensive

Date and signature:

Unit administrator:

**Report of evaluating the education and progress status of the student...**

**The first semester of the academic year-in each of the subjects (mentioning the reason in case of lack of progress)**

<b>Row</b>	<b>Subject</b>	<b>Strong points</b>	<b>Weak points</b>

Name and family name of the teacher/interface teacher:

Date and signature:

Name and family name of the Integrated-comprehensive

Date and signature:

Unit administrator

**Report of the most important measures carried out by the teacher/  
interface teacher...**

**In the second semester of the academic year**

<b>February</b>		<b>March</b>	
<b>Measures</b>	<b>Results</b>	<b>Measures</b>	<b>Results</b>
<b>April</b>		<b>May</b>	
<b>Measures</b>	<b>Results</b>	<b>Measures</b>	<b>Results</b>

Name and family name of the teacher/interface teacher:

Date and signature:

Name and family name of the Integrated-comprehensive

Date and signature:

Unit administrator:

**Report of evaluating the education and progress status of the student...**

**The second semester of the academic year-in each of the subjects (mentioning the reason in case of lack of progress)**

<b>Row</b>	<b>Subject</b>	<b>Strong points</b>	<b>Weak points</b>

Name and family name of the teacher/interface teacher:

Date and signature:

Name and family name of the Integrated-comprehensive

Date and signature:

Unit administrator

**Report of the summary of measures carried out for the students subject to Integrated-comprehensive instruction**

**Academic year....**

**A. Specifications of the Support educational unit:**

Name of the educational unit:	Province:	City:	Region/Area:	Condition: Urban <input type="checkbox"/>	Rural: <input type="checkbox"/>
Name & family name of the administrator:			Address & telephone:		

**B. Number of the Integrated-comprehensive students:**

Number of the students under cover of Support educational unit:	Name of the institute/institutes:
Number of the teachers/interface teachers related to the Support educational unit:	Name and family name of the teacher/interface teacher:
Number of the students of the Integrated-comprehensive under cover of Support educational unit separated by the academic course:	

**C. Report of the activity (as much as possible separated) of the students under cover:**

<b>First/second semester of the academic year</b>	<b>Measures</b>	<b>Results</b>
First semester		
Second semester		
Descriptions / Considerations:		
Suggestions:		

Name and family name of the administrator:

Stamp, signature and date:

\_\_\_\_\_

This working sheet maximum after each educational semester is completed and it is sent to the Provincial Exceptional Education Office to review.



## **Regulations to make the education spaces adequate:**

### **To facilitate the accessibility of the students with the special needs subject to the Integrated-comprehensive instruction**

#### **Introduction**

According to the statistics of the World Health Organization about 10% of the world population has a kind of disability, which is a considerable figure. In the recent years, in most countries of the world the urban space designers and the public and educational buildings depending on the case and due to the crucial requirement of the society have taken action to design spaces, which practically using them by disable people have been more and more facilitated and has caused the activity of this walk of society in generally urban and the educational environments possible.

Considering that in the world today, the movement is towards the normalization of the exceptional students, so it is necessary in the spaces inside the educational centers (as follows) observe the regulations to facilitate the commute of this kind of students, as much as possible.

- |                                   |                      |  |               |
|-----------------------------------|----------------------|--|---------------|
| 1-Entrances                       | 2-Corridor & passage | 3- Openings (doors and windows)                | 4-Stairs      |
| 5-Inclined surface (Ramp)         | 6-Elevator           | 7-Sanitary spaces                              | 8-Class rooms |
| 9-Library                         | 10-Bench and Desk    | 11-Water coolers and Drinking water dispensers |               |
| 12-Installing signs in the spaces | 13-Areas             |  |               |

#### **1-Entrances**

Basically the entrances and the corridors inside shall have a width more than 100 cm and a length less than 10 meters and also they provide the possibility for the disable person, who is on the wheelchair to reverse and maneuver, To consider the required area for rotating maneuver of the wheelchair around the entrances, initial and final zones, in front of the doors and in general, a distance of less than 10 meters is essential. Basically, the maneuver space shall be on a flat ground.

- 1-1- The building entrance should be level with the sidewalk as much as possible.

- 1-2- The sidewalk leading to the entrance of the disable people shall be marked by sensory signs.
- 1-3- The minimum depth of the space in front of the entrance shall be 140 cm.
- 1-4- The existence of a shade with the width of minimum 140 cm over the space in front of the entrance is essential.
- 1-5- The minimum width of the doors at the entrance of the building shall be 160 cm.

## **2- Corridors and passages:**

- 2-1- The entrance doors of the classrooms and rooms shall not be placed on the corridor route in a way that creates difficulty for the passage of disable people.
- 2-2- The minimum width of the corridor is 140 cm.
- 2-3- The corridor floor shall be non-slippery and installing floor coatings with long naps shall be prevented.
- 2-4- In case of difference in the level, the corridor floor shall be provided with a ramp in the middle.
- 2-5- The things installed on the walls of the corridors (comment box, ....) shall not have more than 10 cm projection, on the route of the corridor.
- 2-6- A round grab rail bar for these students' movement shall be installed in the corridor (at least at one side).

## **3- Openings (Door and window):**

The classroom door and the educational spaces shall be in a way that can be used easily, by disable people, if a glass door is used, first its lower area shall be made from the materials, which are resistant against the strike of the wheelchair, second, it shall be recognizable and clear for disable people from long distance.

- 3-1- The minimum useful width for the passage of the wheelchair shall be 80 cm.
- 3-2- Regarding the doors, which open towards outside, providing adequate visibility is required.
- 3-3- The maximum visibility height from the finished floor is 100 cm.
- 3-4- The doors shall have foothold with 25 cm height.

- 3-5- All the doors shall open and close easily and their opening dimension shall be minimum 90 degrees.
- 3-6- Door shall be without threshold as much as possible (especially classroom doors), if it is compulsory, the maximum height of the threshold shall be 2 cm.
- 3-7- The height of the handle (for door and window) from the floor shall be maximum 120 cm and the door handles shall be lever type.
- 3-8- All the doors and windows, which are glass up to floor, shall be protective against the strike of the wheelchair and shall be made from resistant glass.
- 3-9- The doors and the frames color shall be in contrast with the adjacent wall.

#### **4- Stairs:**

- 4-1- Existence of sensory signs on the floor, maximum to 60 cm, before entering the stairs cage to warn the blind is required.
- 4-2- The stair floor width shall be 30 cm and its maximum height shall be 17 cm.
- 4-3- The minimum stair width shall be 120 cm.
- 4-4- Installing handrail (protective walls) on both sides of the stairs is required.
- 4-5- The height of handle from the floor shall be 60 cm for the children and 85 cm for the adults.
- 4-6- The stair edge shall be completely non-slippery and shall be recognizable by difference in color.
- 4-7- Installing any kind of stairs with non-coplanar edge and making stairs circular shall be avoided.
- 4-8- At the edges of the stair width, special edge change to prevent the cane slip is required.
- 4-9- The stair foot cove must be closed and the stair edge projection from the foot cove shall not be more than 2 cm.
- 4-10- The minimum depth of the stair landing (staircase) shall be 120 to 120 cm.

#### **5- Ramp:**

When we encounter the difference in horizontal level, in order to pass from one level to another, we can use ramp or inclined plane. In this case, the ramp shall have uniform gradient as much as possible, so that the wheelchair can easily and without any difficulty go up or down. If a steep

ramp is used (slop more than 8%), the length of the ramp shall be reduced and in their middle part, areas for the individuals to rest and remove fatigue shall be considered.

- 5-1- Minimum width of flat ramp shall be 120 cm.
- 5-2- For the inclined planes (ramps) up to 2 m length, maximum gradient shall be 8% with 120 cm width.
- 5-3- On the ramp more than 3 meters length (to 9 meters allowed extent) for 1 meter increase, a length of 5 cm is added to its useful width and 0.5% is reduced from its gradient.
- 5-4- Prediction of a landing with the depth of 150 cm, considering the maximum horizontal length of 9 meter, is required. Providing the safety if the disable on the ramps is one of the most important cases, which shall be considered, for this purpose on the sides of the ramp, bars (handrails) shall be installed, in order to guarantee the safety of the disable person.
- 5-5- The floor of the ramp shall be non-slippery.
- 5-6- The building ramps and entrance shall have ceiling, so that in the rain and snow, it does not create any problem.
- 5-7- Installing handrail bar on the sides is required.
- 5-8- The height of handrail bar from the ramp shall be 75 cm for the person sitting and 85 cm for the person standing and 60 cm for the children.
- 5-9- Maximum diameter of the handrail bar shall be 3.5 cm and minimum distance between the bar and the wall shall be 4 cm.
- 5-10- Maximum diameter of the shall handrail bar shall be 3.5 cm and minimum distance between the bar and the wall shall be 4 cm

### **Sizes of the wheelchair shall be as follows:**

- 1-length of the wheelchair: 120 cm
- 2-Height of the total wheelchair: 90 cm
- 3-Diameter of the big wheel: 60 cm
- 4-Width of the chair: 70 cm
- 5-Height of the chair to the ground: 48 cm
- 6-Height of the chair handle to the ground:72 cm

Also totally 5 cm to the width and 5 cm to the length is added to the dimensions of the wheel chair with passenger.

## **6- Lift:**

In the educational buildings, in which lift is used to access the floors, creating the following conditions in order to make the lift applicable for the disabled is required.

- 6-1- Lift shall level the entrance or without obstacles available to the wheelchair.
- 6-2- Minimum waiting space in front of the lift on each floor shall be 150 to 150 cm.
- 6-3- Lift applicable for the disabled shall have the following conditions:
  - 6-3-1- Equipped with sliding door or electronic eye with the height of 75 cm from the floor.
  - 6-3-2- Minimum useful sizes of the lift cabin shall be 110 to 140 cm.
  - 6-3-3- Installing grab handles on the lift cabin walls at the height of 85 cm from the floor is required.
  - 6-3-4- In the disabled crowded places, the height of the lift controlling buttons shall be 100 to 120 cm, its minimum projection 1.5 cm and its minimum diameter 3 cm and for the blind application, sensory signs shall be used on the buttons. Meanwhile, all the controlling buttons shall have a color in contrast to their background.
  - 6-3-5- It is necessary, when the lift stops, it will be with alarm, light and verbally and if telephone is installed, its height from the cabin floor shall be 120 cm.

## **7- Sanitary space:**

In some parts of the educational buildings, which disabled travel, installing at least one sanitary service particular for them with the following conditions is required:

- 7-1- Minimum size of the sanitary service shall be 150 cm to 170 cm and the ability of wheelchair rotation in this space is necessary.
- 7-2- The sanitary door shall open from outside and opening it from outside in emergency conditions shall be possible.
- 7-3- Installing the toilet seat bowl with the height of 45 cm from the floor and with the distance of 30 cm from the adjacent wall is required.
- 7-4- Installing horizontal hand grab bars at the sides of the toilet with the height of 70 cm from the floor and 20 cm ahead of the front edge of the bowl is required.

- 7-5- Installing vertical grab handle bars to help with the distance of 30 cm from the front part of the bowl and 40 cm above the toilet seat on the adjacent wall is obligatory. The swing range of the vertical bars shall be 80 cm to 120 cm from the floor.
- 7-6- Installing extra horizontal grab handle bar on the internal part of the door at the height of 80 cm from the floor and 15 cm distance from the hinge axis and with the length of 30 cm is required.
- 7-7- Wash basin of the sanitary services shall be installed in a way that without replacing of the disable person from the toilet seat , it can be accessible by him.
- 7-8- The appropriate height for the wash basin from the floor is 75 to 80 cm for disable people.
- 7-9- Minimum depth without obstacle from beneath of the wash basin is 45 cm.
- 7-10- The lavatory faucets shall turn on and off in a lever form and easily, in a way that the disable person can not only turn on the faucet with a little pressure, but also can adjust its temperature.
- 7-11- The height of the lower edge of the disable people lavatory mirror from the floor shall be maximum 85 cm.
- 7-12- Maximum height of the towel hanger and soap case from the floor is 75 cm.

## **8- Classrooms:**

- 8-1- The height of the lower edge of black board from the floor shall be maximum 80 cm.
- 8-2- The classroom light shall be enough (especially for the visually impaired students and children.
- 8-3- It is necessary that the deaf, hearing impaired, visually impaired children and students place in the first rows of the classroom.
- 8-4- Predicting ramp with adequate gradient aside the black board platform to facilitate the commute of the disabled is necessary.
- 8-5- The height of the classroom hanger shall be 97 cm for group A, 109 cm for group B, 120 cm for group C.
- 8-6- The distance between the desk rows and the bench in the classroom shall be 80 cm for the disabled easily passing.
- 8-7- The school headmaster can locate the classrooms, which have disabled students next to each other and on the ground floor, as much as possible.

## **9- Library:**

- 9-1- Total space of the school library shall be accessible.
- 9-2- Minimum 5% or minimum 1 of each desk, fixed bench element or reading locations and also the free space between desks shall be accessible.
- 9-3- Minimum free space of the route in the sheet case location, magazines shelf and reference books and between rows shall be 90 cm. the accessible height from the front shall be between 40 cm to 120 cm and from the side between 15 cm to 135 cm from the finished floor.

## **10- Bench and the desk:**

If in the school classrooms, fixed or embedded bench, tables or desks have been predicted; minimum 5% of these elements or at least one of them (the one which is more) shall be accessible for the disabled people, according to the following conditions:

- A- If the bench spaces have been predicted for the people with wheelchair, in front of the tables or work surfaces, they shall have minimum 71 cm length, 75 cm width and 50 cm depth.
- B- The height of the tables' surfaces and work tops shall be 70 to 85 cm from the floor or the ground.
- C- The table and chair specialized for physical-movement disabled people in the classrooms shall be adjusted individually and have safety belt.
- D- Considering that the blind people often bring Perkins machine or recorder with themselves, it is necessary that their tables and chairs, in addition to having electrical outlet (socket), they have enough space to set the above-mentioned appliances in the classroom.
- E- In order to locate the wheelchair in the classroom, a vacant space without any bench with the size of 100 cm to 140 cm shall be considered.

## **11- Drinking water coolers and Drinking water dispensers (Drinkers):**

- 11-1- It is necessary that the installed waterers in the buildings to be applicable for the disabled people.

- 11-2- The drinking water dispenser shall have free space for the knee with the height of 70 cm from the floor and between 45 cm to 50 cm depth.
- 11-3- It is necessary that free space with the dimensions of 75 cm to 120 cm exists in front of the drinking water dispenser for the movement of the wheelchair, so when there is no free space for the knee, the person on the wheelchair can use it in a parallel form.
- 11-4- The height of the fountain shall not be more than 90 cm from the finished floor.
- 11-5- Using disposable glass next to the water drinking place and water coolers.

## **12- Installing signs in the spaces:**

All the places, urban spaces, educational, non-educational and even parts of the public buildings, which have been designed and equipped for the disabled people usage, shall be specified with the signs special for the disabled people.

- 12-1- All the signs and markings for the blind people and people with low vision shall be clear, without light reflection and recognizable. Using contrast colors and different materials can be an appropriate solution to change the sidewalk path with the ramps existing for the blind people and the people who have restricted vision. In this way, the blind person can recognize the existence of the ramp or the change in the route direction by using the foot or cane strike sound recognition on the materials of the floor coating.
- 12-2- Using the colors in contrast or with various materials, which are drawn on the walls are also important. The blind person can touch the line-drawing route, which has been drawn on the walls, recognize different materials from each other and choose his/her way.  
In some countries, blind people are equipped with sensitive equipments, which are able to guide them in their route. These equipments announce the blind person's movement to him with the help of things sound vibrations existing in the area and guide him like a person, who is inside a certain passage moving.
- 12-3- Generally the number of vertical stairs of each entrance shall be equal with each other, because this case is so much important for the blind people.
- 12-4- The stair of the educational or non-educational buildings shall be also visible for the people who have very low vision (low vision people), it is better to separate the color, material and material and floor coatings material from the landing (staircase), (by using different



materials in contrast colors), on the landing from the distances of 30 cm from the first and last stair, an indicating tape can be installed, which the contrast color informs the low vision person the beginning and ending of the stairs.

- 12-5- The ramps (gradient surfaces) shall be recognizable for blind people. It is preferable to separate the color and floor coating material of the ramp from horizontal landing. On the horizontal landing (staircase) and from the distance of 30 cm from the beginning and ending of the ramp (gradient surface), an indicating tape can be installed, which can inform the existence of the gradient surface (diagonal surface) to the blind people with the contrast color.
- 12-6- The main entrance of the toilet of disable people in the educational centers must be recognizable through using signs.
- 12-7- For the purpose of familiarity of the blind students it is necessary to provide educational place contour map on the arrival of the student, if possible.

### **13- Schools area:**

- 13-1- It is necessary for the school area floor to be smooth and traversable for the wheelchair.
- 13-2- The school area must have enough open space.
- 13-3- The area floor must be hard and non-slippery.
- 13-4- The best floor coating is asphalt or coarse aggregate concrete.
- 13-5- In case of space existence, in the schools area play equipments special for the disable people must be designed.
- 13-6- In order to clarify the probable obstacles, contrast colors shall be applied.