



SEKOLAH GLOBAL INDO-ASIA INCLUSION POLICY



Primary Years Programme (PYP)

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SGIA VISION AND MISSION

Vision

Sekolah Global Indo-Asia (SGIA) is a leading world school for educational excellence by providing the highest quality standard of services.

Mission

Sekolah Global Indo-Asia's (SGIA) mission is to foster a life-long love of learning in order to develop competent, respectful, compassionate and knowledgeable students who have the confidence and integrity to fulfill their dreams, strive for the betterment of mankind, and achieve their potential as responsible world citizens.

Rationale

Sekolah Global Indo-Asia recognises that students have diverse learning needs and aspires to support all students in order for them to reach their potential, as outlined in the school's mission and vision. The school believes each child is unique and **capable** of learning in their own way, therefore, opportunities should be provided for them to succeed. The school strives to increase access and remove barriers in learning through a variety of strategies, supported by different groups of people, including the Primary Leadership Team (PLT), Guidance Counselor and teachers across the school.

The IB states, *“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”* (The IB guide to inclusive education: a resource for whole school development, 2015)

This inclusion policy is written to provide guidelines for different stakeholders within the school's community, so that we can develop the same understanding of what inclusive education is and how we can support the practice of inclusion. SGIA aims:

- to communicate practices on implementing inclusive approach in our school
- to communicate the rights and responsibilities of different stakeholders
- to inform procedures connected to our inclusion practices.

Legal Requirements

The Indonesian Ministry of Education issued a regulation, number 70, 2009 on *“Inclusive education for students who have disabilities and who have potential intelligence and/or special talents”*, in which SGIA complies with. As such, the school is to ensure students enrolled in our school are mainstreamed, supported and catered for, according to the best ability we have within our resources and accessibility to external resources. Students who may require special needs beyond our capacity and

capabilities to support, will be referred to more appropriate institutions in accordance with the regulation stated above.

Practices at the school:

- Parents are expected to inform the school at the time of application if their child/ren has been receiving any special help in their previous school. If parents suspect their child may have potential learning difficulty, they should discuss this with the Principal at the time of application (Admission Policy, 2020).
- Homeroom teachers may request the Guidance Counselor, in consultation with the primary principal, to conduct a formal observation in the classroom, if the homeroom teachers suspect their students may have learning difficulty or learning disability (see the Referral Flowchart).
- Provide intervention at a suitable level when a child is identified as having *Special Education Needs (SEN)*; all teachers (respective grade level and other teachers) are responsible for providing support and extending their help in accommodating students' need, based on different circumstances.
- Establish open and continuous communication with respective parents, in particular for those students who may need extra support outside of the classroom.
- Use a variety of teaching styles and cater for students' diverse, changing needs, including those who are considered special education needs and/or talented students.
- Inform and involve parents of children with Special Education Needs (SEN) so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide training for all staff working with children with Special Education Needs (SEN).
- *Any educational/behavioural difficulties/needs* will be documented by the Guidance Counselor and/or homeroom teacher to be communicated to the leadership team and all teachers.

- In alignment with *SGIA Language Policy*, the school provides EAL (English as an additional language) for students who enrolled at the school with limited English. The EAL teacher will liaise with both the homeroom and expatriate teacher, to determine the referral of identified students. The EAL programme is for Elementary students from Grades 1-5. This programme is focused on students who need to improve speaking, listening, writing, and reading in English (*SGIA Language Policy*).
- In alignment with *SGIA Assessment Policy*, teachers use a variety of tools and strategies to assess students' understanding, knowledge and skills in order for the assessment to be effective, fair and equitable.
- For those students who may have potential learning disabilities needing support that is not available and accessible within the school, their parents are encouraged to seek some external support from within and outside of Batam. The school strives to liaise with and seek out resources that are available on the island of Batam and will list all services available and communicate the info regularly to all parents.

Definition of Special Education Needs

“Special Educational Needs” refer to students who have learning difficulties or disabilities that make it challenging for them to learn the same way as other children of the same age. Children with *Special Educational Needs* will need extra or different help from that given to other children their age (familylives.org.uk, 2022).

Children may have difficulties in one or more areas, such as:

- Thinking, understanding and learning: these children may find all learning activities difficult, or have particular difficulties with some learning activities such as reading and spelling.
- Emotional and behavioural difficulties: these children may have very low self-esteem and lack confidence. They may find it difficult to follow rules or settle down and behave properly in school.

- Speech, language and communication: these children may have difficulty in expressing themselves or understanding what others are saying to them. They may find it hard to make friends or relate to others. They may find it difficult to make sense of the world around them or to organise themselves.
- Physical or sensory difficulties: these children may have a disability or a medical condition that has an impact upon their learning. They may have a visual or hearing impairment

Special educational provision means an educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

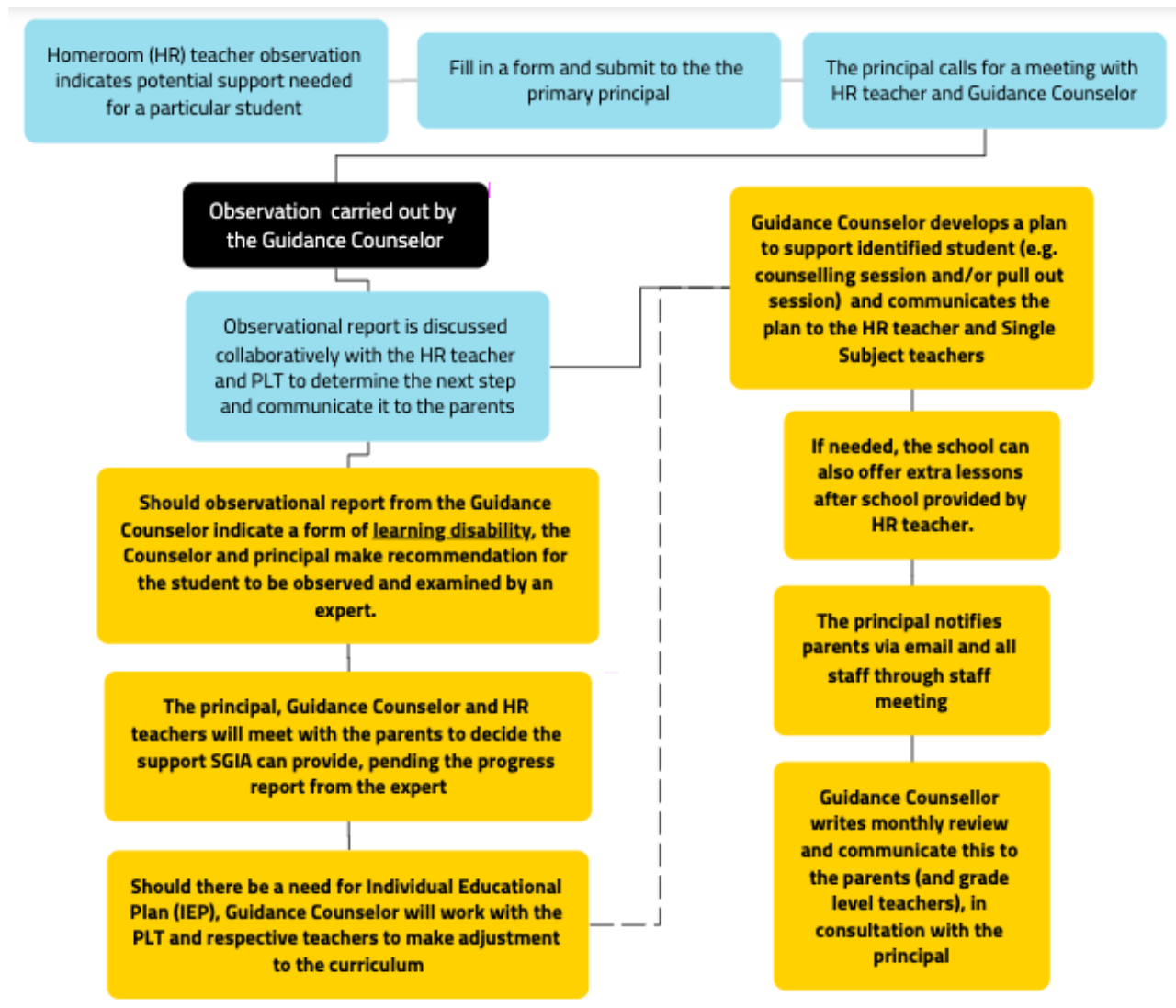
Note: Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then the parents and staff will be informed to determine the student's needs and appropriate provision to try to the identified needs.

Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches;
- working at levels significantly below age expectations, particularly in literacy or numeracy;
- presenting persistent emotional and/or behavioural difficulties, which have not be managed by behavioural strategies usually employed;
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment;
- communication challenges requiring specific interactions to access learning.

Referral procedure (Flowchart)



ROLES AND RESPONSIBILITIES

Leadership Team

The school principal, PYP coordinator, and *Kepala Sekolah*/Indonesian principal (Primary leadership team - PLT) are responsible for providing guidance and developing a systematic approach, through which students can succeed. The PLT continuously supports both teachers and students to implement inclusive approaches

using appropriate and carefully designed strategies, in order to meet the diverse learning needs of the students, including those who may need enrichment programmes.

Teaching Staff

Teachers are responsible for assessing, monitoring and recording students' progress and to communicate with the principal and Guidance Counselor, should they suspect students who may require additional support and learning extension. The Guidance Counselor is responsible for activating a plan for support and communicating the plan to all relevant stakeholders. All teachers are responsible for ensuring inclusive practices through differentiation.

An EAL teacher is responsible for assessing, monitoring and recording the process of support with students who may require additional EAL support. He is responsible for the creation, monitoring/reporting, communication and revision of the EAL curriculum to all relevant stakeholders. The EAL teacher also takes a lead role in fostering collaboration between homeroom and single subject teachers and promoting differentiation through sharing of practices and resources.

The leadership team are responsible for ensuring all staff have accessed and are aware of their roles and responsibilities in relation to the Inclusion Policy.

Students

All students are responsible for taking an active part in their day-to-day learning. Depending on their age and readiness, students may be able to communicate their struggle and/or challenges in accessing their curriculum and learning engagements set up by the teachers.

Parents

SGIA seeks parents' cooperation to disclose any relevant information pertaining to their child's academic and non-academic progress, to ensure the most appropriate placement. Should there be special needs identified once the child is enrolled, parents

are responsible for attending meetings with our principal and Guidance Counselor and establish home and school partnership to further support the child.

Note: Meeting with parents can be conducted in the beginning or prior to doing the observation.

PLANNING THE SUPPORT FOR STUDENTS

The school will develop a plan for those students who are identified as needing extra support, which may be related to learning difficulties, behaviour issues and/or mental health issues. Those strategies will be documented and accessible for all teachers to share information on the student's progress. Such support can mean students are pulled out of class, to work with our school Guidance Counselor, which will include (but not limited to):

- ✓ 3 short term targets for the child
- ✓ teaching strategies to be used
- ✓ additional provision to be put in place

There may be an occasion when a particular student is identified as having learning disabilities that will require the school to create an Individual Education Plan (IEP). The IEP will be communicated to all staff, which supports the child's learning, as well as parents, the child and other professionals. IEPs will be kept under review, but will be formally reviewed at least twice a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them. On an annual basis, there will be a formal review in which all teachers concerned, parents and the child will be invited to participate.

PARTNERSHIP

Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parent needs;
- Effective communication;
- Acknowledgement of the parents' role as a partner in the education of their child;
- Recording parental views as part of any Review procedure.

The parents of any student with either special educational needs or concerns regarding their child's progress, are welcome to telephone or visit the school to discuss their concerns with the appropriate member or staff.

Student Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- ✓ Listening to and valuing their views;
- ✓ Involving students in review meetings to discuss progress and future provision;
- ✓ Involving students in targets setting and formation of Individual Educational Plans (IEPs);
- ✓ Record students' views as part of any review procedure;
- ✓ Effective communication.

MONITORING AND EVALUATING THE POLICY

As part of the evaluation of the policy, the PLT will monitor the effectiveness of the policy and procedures in meeting the needs of students with Special Education Needs (SEN).

Success factors will include:

- ✓ Early identification of students with Special Education Needs (SEN);
- ✓ Student views and opinions are taken into account;

- ✓ The school and parents work in a partnership;
- ✓ Interventions and provision are regularly reviewed and evaluated via individual progress and data collection;
- ✓ That statements of Special Educational Need and Individual Educational programmes are regularly reviewed;
- ✓ That students with SEN will make good academic progress (in relation to their attainment on entry to the school).

Resources:

IBO. 2009. *Making the PYP happen: A curriculum framework for international primary education*. Cardiff, Wales. International Baccalaureate Organisation.

Student Parent Handbook, Revised and Reviewed on July 2013

SGIA Admissions Policy, Reviewed and Revised on March 2016

SGIA Language Policy for PYP, Reviewed and Revised October to November 2016

Special Educational Needs within the International Baccalaureate Programmes 2010

The Indonesian Ministry of Education Regulation, Number 70, 2009.

IBO. 2015 (updated 2019). *The IB guide to inclusive education: a resource for whole school development*. Cardiff, Wales. International Baccalaureate Organization

IBO. 2016 (updated 2020). *Learning diversity and inclusion in IB programmes, Removing barriers to learning*. Cardiff, Wales. International Baccalaureate Organization

IBO. 2018 (updated 2020). *Programme standards and practices*. Cardiff, Wales. International Baccalaureate Organization.

SGIA Admission Policy (2020)

SGIA Assessment Policy (2021)

SGIA Language Policy (2021)

www.familylives.org.uk retrieved January 2022.

Reviewed and Revised by Primary Teachers, Guidance Counselor, Kepala Sekolah, PYP Coordinator, Primary Principal and COO, November 2017, SGIA.

Reviewed and Revised by Primary Teachers, PYP Coordinator, Guidance Counselor, Kepala Sekolah, Head of Marketing and Admissions and Primary Principal, August 2016, SGIA.

Drafted and written by Primary Principal with Guidance Counselor's Flow Chart, April 2016, SGIA.

Reviewed and revised by the Academic Director, collaboratively with the Primary Principal, PYP Coordinator, Associate PYP Coordinator, Indonesian Principal, and Guidance Counselor (2022). Staff were consulted in the development and the final policy was communicated to all staff through meetings and parents through our school's websites.

The Inclusion Policy will be reviewed in 2025.

Appendices:

SAMPLE OBSERVATION REQUEST FORM

Observation Request Form

Names of students:

_____ Class _____

_____ Class _____

Briefly describe the need/problem/concern

Time for|observation:

Date : _____

Time : _____

Class : _____

Teacher's signature:

Principal's Approval: