



Whole School Inclusive Education Policy

Reviewed Feb and Mar 2020

Review History:

Feb, 2020 - Collection of Inclusive Education Policies of IB schools for review and discussion.

13/02/2020 - First draft posted into document by Curriculum Coordinator and Head of ELL.

19/02/2020 - Inclusion Policy committee meets for review and discussion.

- Inclusion Policy discussion session with the leadership team:

Head of School

PYP Coordinator

MYP Coordinator

DP Coordinator

Curriculum Coordinator

Head of ELL

Counselor

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Based on Inclusion Policy for North Jakarta Intercultural School e.V.

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NJIS VISION and MISSION STATEMENT

Vision: We build academic excellence alongside social and emotional intelligence in every student. We develop future leaders with the wisdom and passion to enact change.

Mission: We provide an inspiring education that equips young people with the 21st-century skills and knowledge needed to find new solutions for our world.

IB MISSION STATEMENT

“IB 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.”
(IB Mission Statement, 2004)

“Inclusion is the learner profile in action, an outcome of dynamic learning communities”
Definition: “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (Special Educational Needs Within the International Baccalaureate Programmes, 2010)

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and inclusion in IB programmes, 2016)

GUIDING PRINCIPLES

To support all learners, NJIS has:

- a. a philosophy that promotes open-mindedness and respect for differences;
- b. a concept-based curriculum that offers opportunities for differentiation;
- c. systems for early identification of learning needs;
- d. policies and procedures that support the programmes;
- e. planning and regular meeting time to allow teachers to develop teaching practices that support different learning needs and styles;

- f. an acknowledgement that there are barriers to learning and seeks to address them in the least restrictive way possible.

We aim to provide effective support for NJIS learners in the least restrictive environment, through collaboration, open communication and shared understanding between students, parents and teachers. We strive to provide a safe learning environment purposefully designed for all learning needs. The least restrictive environment can vary from student to student depending on the areas of challenge and is subject to regular re-evaluation.

PURPOSE AND OBJECTIVE OF THE INCLUSION POLICY

Purpose and objective of the Inclusion Policy is:

- to identify students with learning differences and ensure that their needs are met.
- to enable students with learning differences to join in appropriate school activities.
- to ensure that all students make the best possible progress.
- to inform parents of their child's areas of challenge.
- to facilitate provisions.
- to reduce barriers to learning.
- to explain communication protocols between parents and school.
- to ensure that students are actively involved in the development of the Individual Learner Plans.
- to promote effective partnerships and involve outside agencies when appropriate.

DEFINITIONS

Learning Differences

Learning differences at North Jakarta Intercultural School may include high ability and mild to moderate*:

- learning difficulties
- social, emotional and behavioral
- medical conditions
- speech and communication
- visual or auditory

*Mild to moderate learning differences can be defined as those differences that can be supported within the learning support structures at NJIS.

Learning Differences

The Learning Support program at NJIS includes the provision of accommodations both internally and through the IB, modifications to the instructional program, and other determined interventions to enable students to reach their potential.

Student Support Team

The Student Support Team may consist of the counselor, the homeroom teacher, ELL specialist, subject teacher, specialist teachers, and coordinator.

ADMISSIONS

NJIS admits students with learning differences as defined above. Admissions decisions are based upon review of the student admissions documents, including the NJIS admissions forms, an Individual Support Plan (ISP) or corresponding documentation, all psycho-educational assessments and other related documents. Admissions decisions for students with learning differences are made by the school principals in consultation with the Student Support Services personnel. At the end of the year the school will review the student's progress and the school's ability to meet the student's needs.

IDENTIFICATION PROCEDURES

Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through the school. When a classroom teacher observes that a student may need additional support, there is a clear process for referral. This includes parental consent, pre-screening, the development of interventions, the recommendation for a psycho-educational or clinical assessment, as appropriate. Teachers should refrain from attempting to diagnose or label any student. Diagnosing should only be done by a professional.

PROCESSES TO DEVELOP SUPPORT PLANS

Learning support teams offer ongoing assistance to identified students through the following means:

- Student Support Team meetings occur on a regular basis to evaluate student needs.
- Periodic transition meetings with teachers support students through major academic transitions.

Individual Support Plan (ISP)

When a learning difference is identified, and ISP is created. The ISP is based upon the recommendations of the classroom teachers and a psycho-educational assessment, and the development of student goals. The ISP will be developed by the Student Support team and the student, when appropriate within three months of the receipt of the psycho- educational evaluation or otherwise determined method of identification. A draft of the ISP is then approved by the parents and signed at a formal ISP meeting. Review of the ISP occurs yearly.

SERVICES OFFERED

Students with documented learning differences, as covered above, will be provided with any or all of the following support options:

- In-class support through accommodations by the regular classroom teacher
- Regular meetings with the school personnel responsible for supporting social/emotional wellbeing.
- Regular review of progress by the Student Support Team.

The school will also provide information and may refer parents to other professionals outside of school that may help support the development of the student.

RESPONSIBILITIES

The School

School Provide training for staff and faculty to successfully implement and support learning differences and differentiated instruction;

- Raise faculty and staff awareness of the needs of students identified as having learning differences
- Respect the confidential rights of the student and family
- Ensure that accommodations are met when available
- Review student progress to inform decisions regarding continued enrolment.

Student Support Services

The Counselor and Student Support Team work collaboratively to identify, develop, review and support an ISP (Individual Support Plan) for each student with learning differences.

The Counselor and Student Support Team's responsibilities include:

- Review and store documentation from parents/psychologist for internal implementation.
- Obtain permission from parents for the release of learning differences documentation to the IB.
- Communicate ISP to teachers via appropriate venues.
- Assists students & teachers with implementation of accommodations and modifications.

*One important reference will be [Meeting Students Learning Diversity](#).

Classroom teachers

A successful learning support program requires a high level of collaboration and communication between the classroom or subject area teacher and the student support team. Collaboration is central to the implementation and review of the ISP. Classroom teachers' responsibilities include:

- If a teacher feels that they may have a student with learning differences in their classroom, they should start documenting learning differences/behaviors before bringing the student to the attention of the student support team.
- Understanding that some students may have specific learning difficulties and bringing concerns to the attention of the student support team responsible for coordinating special needs service, following the school's identification procedures
- Offering insights to the student support team in the development of an ISP
- Assisting with the identification of appropriate accommodations to support learning
- Implementing and documenting the effectiveness of the accommodations stated in the ISP
- Work with the student support team to monitor pupil's progress towards achieving the goals specified in the ISP

- Differentiating the curriculum to meet the needs of all students within their class
- Participating in a review of the progress of students with an ISP at the end of a term
- Consulting with parents to outline the support that has been practiced at school and the progress made.

Parents

Parents have unique knowledge of their child. Therefore, parents have much to contribute to their child's learning program and should be included in the learning support plan or ISP. Parent involvement and participation will improve the informal support plan or ISP by:

- Providing opportunities for parents and children to participate together in developing language and numeracy.
- Using proactive, timely and supportive means to communicate issues of concern.
- Following through with agreed upon outside referrals and reporting back to the school counselor/classroom teacher the results.
- Supporting the learning targets and actions to be taken by the school to meet those targets.
- Discussing their child's progress with the classroom teacher.

Students

The involvement of students in the development, implementation and evaluation of the ISP is an effective way to develop self-management and independence.

Students should:

- Contribute to the development of the ISP.
- Be aware of their learning and self-development goals.
- Actively strive to improve based upon these goals.
- Understand the accommodations and self-advocate for these when appropriate.
- Reflect on their progress in meetings with the parents.

Administration

In order to provide the best possible support for students with learning difficulties, the administration will:

- Collaborate with the student support team on the admissions decisions of students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Provide information to parents about the school's procedure and policy for students with learning differences.

IB DP Coordinator

Communicate documentation of learning differences to IBIS (International Baccalaureate Information System) for DP and course students in grade 12 who need to have Inclusive Access Arrangements authorization as per IB policies. Such authorization is required for the candidates who require extensions to deadlines or exemptions from assessments.

Communicate the approved Inclusive Access Arrangements (IAA) to parents/student/Student Support Services/Counselor. Ensure IAA are implemented for IBDP exams & mock exams.

At the discretion of the Coordinator or Head of School, the following arrangements are allowed for a candidate with learning differences:

- A candidate is permitted to take an examination in a separate room under conditions that best suit the candidate, under constant supervision by an invigilator.
- A seating arrangement can be arranged that best suits the candidate.
- A candidate is allowed to be accompanied by an assistant or a prompter who has been pre-approved to provide welfare or safety to the candidate, or to direct the candidate's attention to the examination.
- A candidate is allowed to use pre-approved aid devices (such as a Braille slate, a hearing aid, a magnifying glass, etc.) in examinations.

- A candidate with a hearing condition may receive instructions from the test invigilator. The communication is limited only to the instruction in an examination paper, and must not include information related to a question in the paper.
- A candidate may be allowed pre-determined supervised rest breaks if required by medical conditions (such as diabetes).
- A candidate may be allowed additional time to complete assignments during the two-year programme. Such an extension must be consulted with IBIS.

IB MYP Coordinator

Communicate documentation of learning differences to IBIS for MYP students in grade 10. Communicate the approved IAA to parents/student/Student Support Services/Counselor. Ensure IAA are implemented for IB MYP assessments.

REVIEW PROCESS

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

The NJIS Inclusion Policy was drafted jointly by a committee of IB Programme Coordinators, Administration, Classroom and learning support team, and approved March 2020.

Inclusion Policy 2020