

Inclusion Policy

Sekolah Bogor Raya

1. Rationale

This document is developed in recognition of :

1. The Undang-Undang Dasar 1945 article 32 paragraph 1: Every citizen has the right to get education.
2. The Undang-undang Number 20/2003 about National Education System, paragraph 5 article 1 stated that every citizen has the equal right to get a quality education.
3. Peraturan Menteri Pendidikan Nasional Nomor 70/2009, paragraph 3 article 1: Every student who has physical, emotional, mental, and social disabilities or has special intelligence potential and/or talents, has the right to participate in inclusive education in certain education units according to their needs and abilities
4. All learners belong and experience equal opportunities to participate and engage in quality learning. (Learning Diversity and Inclusion in IB.)
5. **Bogor Raya School Vision:** We nurture the next generation of culturally aware, lifelong learners and thinkers who are compassionate, knowledgeable, and engaged citizens of the world.

Bogor Raya School Mission:

Sekolah Bogor Raya exists to provide :

- **Provide high quality education through the use of well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity.**
 - Expose students to unique concepts and innovative ways of thinking in the different disciplines and curriculums.
 - Integration of disciplines and curriculums help to develop collaboration, communication between cultures, deeper understanding of own national identity, and appreciation of ideas other than their own.
 - Explore every learner's potential so that they can be catalysts of learning, make a positive impact in the world, and enrich those around them.
 - Enhancing communication skills through first-language and English language fluency.
- **Foster an environment where students can realize personal goals and achieve their full potential.**
 - Value students as individuals and be responsive to their unique needs.
 - Provide opportunities and learning environments to support collaboration so that learning will be ignited, scaffolded and nurtured
 - Provide safe and inclusive space where they are allowed to take healthy risks to learn from both successes and failures
 - Take a holistic approach to the spiritual, emotional, intellectual and physical development of our students
- **Nurture and model a self-evolving learning community based on continuous reflection and collaboration**
 - Provide a constructivist learning environment where students can explore and discover pathways to learning and growth through individual and collaborative learning

- Modelling continuous learning framework both in academic settings and administration decision making
- Use of systematic data-driven evaluation and monitoring systems to ensure student success
- Continuous review of school facilities, infrastructure, and technology meet current and emerging needs of the students, faculty and staff

2. Introduction

At Sekolah Bogor Raya, we continuously promote respect and empathy as the basis to inclusive education. We see the differences and uniqueness of every student as something which enriches the whole community. Our students are diverse in terms of ability therefore our support to them is an integral part to make sure that our students receive equitable access to our learning curriculums. Our teachers must have the ability to design differentiated learning opportunities to reach their true potential and reach most learning objectives.

We believe in a holistic approach to learning, this means teaching the students to grow, not just academically but for them to learn reflectively and to recognize their own strengths and weaknesses and for us to continually support them to improve. This is true for all students, regardless of their abilities.

We believe that as a team, our teachers, counsellors in partnership with parents, can help support learners of a wide range of abilities to succeed in reaching their goals and to truly reach their potential.

To handle inclusive students, we have a Student Services Department which provides programs that address developmental needs in academic, personal-social skills and competencies to all students throughout their school years.

3. Purpose

The purpose of this document is:

- To provide experience and equal opportunities to both participate and be engaged in quality learning for every student.
- To ensure that special needs of all students are identified early and addressed appropriately
- To outline various accommodations and support opportunities available to the teachers and students
- To emphasise that all stakeholders are encouraged to embrace the IB philosophy
- To identify, outline and communicate the responsibilities of each stakeholder clearly

4. Definitions

Inclusion - "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*)

Learning Difficulty - Any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention. (*Learning Difficulty or Learning Disability*)

Learning Disability - Learning disabilities are neurological disorders causing processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. (*Types of Learning Disabilities*)

Special Education Needs (SEN) refers to any student who shows a need for extra support or for challenges beyond the general curriculum. SBR recognises SEN including difficulties in, but not limiting to;

- Behaviour or ability to socialise
- Reading and writing
- Ability to understand things
- Concentration levels
- Physical needs or impairments
- Specific learning difficulties or disabilities

Individualised Education Plan (IEP) - (IEP) is a written statement of the educational program designed to meet a child's individual needs. The purpose of IEP is to set reasonable learning goals for a child, and to state the services that the school will provide as support to the child's individual needs. (*The Short-and-Sweet IEP Overview.*)

Stakeholders - refers to anyone with a vested interest in the success of a student such as a parent, guardian, teacher, counsellor, administrator, IB coordinator, and of course the student themselves.

Assessment Access Requirements - A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

Inclusive Assessment Arrangements- Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

5. Role of Stakeholders

School

- Although a number of inclusive assessment arrangements are available for students with learning support requirements, some subjects may pose difficulties for certain candidates. Careful consideration should be given to a candidate's choice of subjects to allow them to demonstrate their strengths and empower them as learners.
- Provide IB training to all teachers to promote understanding of IB Philosophy, Learner Profiles, Approaches to Teaching and Learning (ATL) and components of IB Program.
- Provide training to teachers to create awareness for successful implementation and support of Inclusion policy.
- Provide time regularly to teachers for planning and development, to engage in collaborative planning of curriculum, assessment and strategies for differentiation.
- Maintain confidentiality of student records and protect student's dignity, if identified with SEN.

School Counsellor

- Supporting teachers through student observation to identify the needs of specific SEN students.
- Gathering sufficient and relevant data to inform and support parents for gaining external professional diagnosis and support.
- Providing in-house professional development training to teachers for identification and support of SEN students
- Supporting subject teachers and homeroom teachers in formulating strategies for differentiated learning and assessment as appropriate to the need of the learner
- Developing IEPs if the students do not show remarkable progress despite continuous support from teachers and parents.
- Monitoring and assessing the implementation of the developed support program
- Organising meetings with teachers, school administration and parents to update the progress and review the support program / IEP, of the student.
- Collaborating and liaising with external professional advisors to link them with the student' teachers.
- Maintain confidentiality and protect student's dignity if identified with SEN.

Subject Teachers and Homeroom Teachers

- Comply with national and school Inclusion policy.
- Encourage all students to self assess and reflect on their learning.
- Supporting all students by providing appropriate differentiated learning and assessment opportunities.
- Be aware of the procedures for identification, monitoring and support of SEN students.
- Identify struggling learners.
- Provide differentiated instructions as a result of discussion with school counsellor and/or student's IEP.
- Maintain confidentiality and protect student's dignity if identified with SEN.

Program Coordinator

- Comply with national and school Inclusion policy.
- Collaboratively work with the school counsellor, subject and homeroom teachers to ensure the compliance of Inclusion policy to support the student.
- Advise parents on choice of subjects that best suits the SEN learner and inform them about the rigorous program requirements.
- Apply for an inclusive assessment arrangement for students with special education needs.
- Maintain confidentiality and protect student's dignity of SEN identified student

Parents

- Play an active role in their child's education
- Communicate to the school all requirements for their child
- Provide appropriate documentation required for application of inclusive assessment arrangement to IB, to the school
- Act in advance to obtain professional documentation, if needed.
- If an external professional consultation is required, all costs will be covered by the parents.

Students

- Ask for information and support if they encounter barriers to learning
- Participate actively in discussions for assessment of special education need for them
- Indicate their interests and choices when working on IEPs for them
- Become familiar to their learning goals and reflect on their progress regularly

6. Identification

During the process of admission to Sekolah Bogor Raya parents are required to inform the school if their child has any learning difficulties or disabilities.

Once the student has started school, teachers should consider student's referral to Student Services if a student is experiencing/having:

- Academic/ learning difficulties
- Specific learning disabilities
- Low levels of concentration
- Behavioural problem
- Inability to socialise
- Frequent absences
- Negative changes in behaviour after any known or unknown family issues or illness
- Any other issues within or outside the classroom

6. Referrals and Reporting

Referral will be accepted by the School Counsellor from teachers and parents/guardians. Each referral must be addressed directly, to understand the background of the student and his problems better. If problems are found in the counselling process that requires the involvement of other experts, such as doctors, psychologists, or therapists, this will be discussed with the teacher and parent/guardian. Counsellors will provide references for external involvement as necessary.

If there are any significant findings regarding a student's situation, the School Counsellor will report them to the Principal or to the Vice Principal. Principals can forward these findings to the Academic Advisor if necessary. Parents or guardians will also be informed if the referral comes from the school (internal) and the situation is crucial for parents to know.

7. Support

In compliance with the SBR school mission and IB Approaches to Teaching and Learning (ATL), the teachers generally use differentiation techniques in the classroom. Differentiation is *"an approach to teaching that advocates active planning for student differences in classrooms"* (Tomlinson and Allan 2000).

It is a process of identifying for each learner the most effective strategies for achieving agreed goals so learning opportunities can be created to enable every student to develop, pursue and achieve appropriate personal learning goals. On identification of special educational needs of a student, a more rigorous differentiated process and/or assessment approach is applied, as per the need of the student.

In-class support for all students with special educational needs and abilities will depend on what all stakeholders agree upon. This may involve:

- a. differentiated process - curriculum modification, enrichment activities, small group instruction, or one-on-one support

- b. differentiated assessment - modified test, use of calculators, additional time, or as agreed by the stakeholders

Classroom level differentiation may also be supported from outside the classroom by help in completing homework, academic tutoring by the teacher or fellow students and counselling by the Student Services department, if needed.

Despite receiving differentiated instruction, process and assessment, if a student is still unable to show significant progress, an IEP is developed for the specific student. All stakeholders are involved and informed about the program.

8. Confidentiality

Student Services is a professional service. The information obtained either from students, teachers, parents/guardians or other sources will be kept confidential. The student's complete data will be made available by the counsellor only to the Academic Advisor, Principal, Vice principal or program coordinator upon request.

Information relating to test results or students' personal data only will be discussed with the teacher and parent/guardian, in the counselling process, if required. Information will only be communicated to other trusted adults when it comes to the safety of students or the people around him/her.

9. Special Assessment arrangement (for DP exam)

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements apply to candidates with long-term or permanent challenges.

Any student with a need for special arrangement should be identified before the commencement of the program. All requests for inclusive assessment arrangements will be submitted to IBO by the Diploma Program coordinator six months prior to the examination session. The "Request of inclusive assessment arrangements" should include psychological/psycho-educational/medical reports that may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence and the educational evidence from the school. The special need arrangements may include:

- Scribe
- Reader, reading software, Exam (reading) pens
- Prompter
- Practical assistant/aide
- Communicator
- Interpreters
- Calculators
- Additional time
- Rest breaks
- Modification to exam paper or assignments
- Extension to deadlines
- Exemptions from assessment components
- Word processor
- Word processor with spell checker/speech recognition software and transcripts

- Information technology - specific software etc

10. Policy Review

This policy will be reviewed every two years at the end of academic year by the Academic Advisor, Principal, Vice Principal and School counsellor. The next review is due in June 2024.

11. References

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“Types of Learning Disabilities.” *Learning Disabilities Association of America*, ldaamerica.org/types-of-learning-disabilities/.