



Jewels International School of Kinshasa

INCLUSION POLICY FOR DIPLOMA PROGRAM

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Mission Statement of JISK

JISK guarantees each student the right to a superior education, in a friendly, safe, culturally rich, and stimulating environment; we strive to create a climate where each student and parent feels welcomed, respected, and trusted. Each student will be provided with quality instruction and challenging learning experiences to foster lifelong learning and responsible citizenship.

(<https://www.jewelsschoolkinshasa.com>)

INCLUSION POLICY

The objective of this document is to offer the high school community, how to address inclusion and offer some guidelines concerning inclusion under the IB DP Program. The aim behind the inclusion policy is to give every student the opportunity to achieve their maximum potential which includes the pursuit of outstanding performance in all aspects of their educational curriculum.

IB Principles of Inclusive Education

The IB supports the following principles of an inclusive education where:

1. Education for all is considered a human right
2. Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and overall development and growth for every student
3. Every teacher is responsible for the education of all students
4. Learning is considered from a strength-based perspective
5. Learning diversity is valued as a rich resource for building inclusive communities
6. All learners belong and experience equal opportunities to participate and engage in quality learning
7. Full potential is unlocked through connecting with, and building on previous knowledge
8. Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
9. Multilingualism is recognized as a fact, a right and a resource
10. All students in the school community have a voice and are listened to so that their input and insights are taken into account
11. All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
12. Diversity is understood to include all members of a community
13. All students experience learning as a key component of success.

(Learning Diversity & Inclusion in IB Programmes, 2016)

IDENTIFICATION and PROCEDURES INVOLVED

Identification: Subject teachers must identify and recognize individuals with issues with learning and support them so they will be able to render the necessary help.

Internal referrals to the SENCO can be made at any time by the staff

SOCIAL AND EMOTIONAL CHALLENGES

The first point of addressing a social or emotional issue is in the classroom, so the subject teacher must make the class teacher aware of any consistent abnormalities and the class teacher must also pass it on to the school counsellor if the issue remains unresolved. For this, depending on the discretion of the school counsellor, he or she may handle the situation or call in the educator to assist them. Then upon observation, the referral form (refer to this document's end) can be filled and a decision taken based on the magnitude of the problem whether it can be handled internally or the parents will be advised to seek help from outside (particularly a psychiatric opinion). Sessions organized with regards to this must follow an already organized timetable and must be within school hours.

ACADEMIC OR LEARNING CHALLENGES OF DISABILITIES

It can be sought based on the advice of the school counsellor and also after a collective consensus with the parents of the student who needs support. With the help of the referral form, the learning support department report, and feedback from subject teachers head will inform the parents of the child about the issue at hand. An Individual Education Plan (IEP) will then be created to facilitate better learning and understanding for the child. This IEP will also include counseling sessions for the child at the discretion of the SPED. The sessions will be conducted during school hours.

ACCESS TO THE CURRICULUM

Homeroom teachers and subject specific teachers are responsible for the inclusion of SEN students within the classroom by planning effective ways that will enable them have equal access to the curriculum. The curriculum for SEN students can be made flexible and differentiated.

ADMISSIONS

Interviews held by the admissions department for parents and their wards must have a Special Needs Educator present in the eventuality that;

- a) The admission department feels that the child requires support.
- b) Consensus of the parent will be taken to address the issue of the student who need support

c) The child is unable to study effectively in the language of study in the school.

If any such cases arise, the admission must be discussed with the principal, program coordinators, director and SPED. The SPED with the pedagogical team will then decide which of the choices listed below can be made available for the parent at the time of admission.

- 1) If Learning Support is equipped to address the needs of the child based on the interview, assessment and psychometric test results.
- 2) If the school is willing to make the necessary arrangements to support the student.
- 3) If the school does not have the necessary tools to handle the situation and so therefore will refer the parent to another institute or establishment where the child's needs will be better addressed.

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Appendix A

REFERRAL FORM

Please complete one referral form per student

Student Name-

Grade- _____

Homeroom- _____

Reason/s for referral (Observations and evidences, kindly elaborate)-

