



JISK MIDDLE SCHOOL
INCLUSION POLICY -2023-2024

INCLUSION POLICY FOR MIDDLE YEAR 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.

JISK Mission Statement

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.

INCLUSION POLICY

The objective of this document is to guide and illustrates how classroom best practice, as well as how formative and summative assessments, should be diversified and differentiated based on students' individual needs in order to accommodate all learners in the JISK MIDDLE SCHOOL. This is also to enable every student 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)

The categories of students below are identified as eligible for special education.

- ❖ Autism (AUT)
- ❖ Emotional disability

- ❖ Hearing impairment
- ❖ Intellectual disability (mild, moderate, severe)
- ❖ Learning disability (LD)
- ❖ Orthopedic impairment (OI)
- ❖ Other health impairment (OHI)
- ❖ Speech or language impairment (SI)
- ❖ Traumatic Brain Injury (TBI)
- ❖ Visual impairment (VI)

(Section 504 manual)

IDENTIFICATION AND PROCEDURES INVOLVED

Identification:

Every teacher has been equipped and trained on how to identify, accommodate and support the different types of learners in their classrooms. They are aware of the importance of differentiation and the implementation of different teaching and learning styles.

Subject teachers during the process of teaching and learning must identify and recognize students with additional inclusion needs and support them. In cases where these would not suffice, students should be transferred to the SEN department for further help.

Internal referrals to the SENCO can be made at any time within the school working hour by the staff. The homeroom teacher fills the referral form in Appendix A, stating the reason(s) why he or she thinks the student needs help.

The inclusion coordinator collaborates and uses the information gathered from relevant teachers, external agencies; parents and students themselves to develop an appropriate individual Educational plan that will enable student to have maximum access to the curriculum.

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

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 teacher's 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 to 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, and 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.

- a) If Learning Support is equipped to address the needs of the child based on the interview, assessment and psychometric test results.
- b) If the school is willing to make the necessary arrangements to support the student.
- c) 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.

References

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

(Learning Diversity & Inclusion in IB Programmes, 2016); UCSI International School Springhill

IB INCLUSION POLICY JISK 2020-2021. What is an IB education? Cardiff: International Baccalaureate Organization (2015). Section 504 manual

Jewels International School of Kinshasa

REFERRAL FORM

Please complete one referral form per student

Student Name- _____

Grade- _____

Homeroom- _____

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

Best time to meet the student- _____

Date- _____