



Jewels International School of Kinshasa
PRIMARY YEARS PROGRAMME



JEWELS INTERNATIONAL SCHOOL OF KINSHASA 2023 - 2024

INCLUSION POLICY

EVERY CHILD CAN LEARN JUST NOT ON THE
SAME DAY OR IN THE SAME WAY

George Evan



<i>The IB Mission Statement</i>	<i>JISK Mission Statement</i>
<p>The International Baccalaureate aims to develop <i>inquiring, knowledgeable and caring</i> young people who help to create a better and more peaceful world through <i>intercultural understanding and respect</i>.</p> <p>To this end the organization works with schools, governments and international organizations to develop <i>challenging programme</i> of international education and rigorous assessment.</p> <p>These programs encourage students across the world to <i>become active, compassionate, and lifelong learners who understands that other people with their differences can also be right.</i></p>	<p>JISK strives to impact <i>knowledge</i> to every student in a <i>friendly, safe, culturally rich</i>, and cognitively stimulating environment.</p> <p>We aspire to create a culture where each student and parent feels welcomed, <i>respected, trusted</i>, and an important part of the organization. We maintain an <i>inclusive structure</i> where students from diverse communities and cultural backgrounds identify a sense of belonging and develop a <i>positive self-image with a love of learning</i>.</p>



JISK VISION STATEMENT

Our vision is to nurture and empower students to demonstrate and value knowledge and skills that will support them as life-long learners to participate in and contribute to the rapidly evolving global world.

THE INTERNATIONAL BACCALAUREATE

Jewels International School of Kinshasa follows the guidelines of the International Baccalaureate Organization by ensuring that her mission and vision statements aligns with their mission statement. Its emphasis on different areas of personal development that allows children to reach their full potential intellectually, emotionally and socially.



INCLUSION POLICY; PURPOSE

Special education means specially designed instruction that meets the unusual needs of an exceptional student (Huefner, 2006). Exceptional learners are those who require special education and related services if they are to realize their full human potential (Kauffman & Hallahan, 2005). 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 educational needs in order to accommodate all learners in the IB PYP. However, no good or reformed general education can replace special education for those students at the extremes of disability (Kauffman & Hallahan 2005). To this end, Inclusion policy aims at ensuring that No child is left behind, that every students achieve their maximum potential, live full, happy, productive lives.

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 Spectrum Disorder
- ❖ Social, Emotional and Behavior challenge
- ❖ Specific Learning Difficulty
- ❖ Intellectual disability (mild, moderate, severe)
- ❖ Learning disability (LD)
- ❖ Orthopedic impairment (OI)
- ❖ Speech or language impairment (SI)

(Section 504 manual)



IDENTIFICATION AND PROCEDURES INVOLVED

Identification:

Every teacher have 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.

Homeroom and subject specific 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, Homeroom facilitators transfers students to the Inclusion department for further help.

The staff can make internal referrals to the Inclusion department at any time within the school working hour. 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 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 homeroom teacher must be aware of any consistent abnormalities and 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 regard 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 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 homeroom and subject-specific teachers 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 counselling sessions for the child at the discretion of the Inclusion department.

The sessions will be conducted during school hours.

ACCESS TO THE CURRICULUM

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



ADMISSIONS

During admission process, parents must provide full information with related documents that informs the department about the child's background, needs or disability. The provided document would be kept confidential and not be shared with a third party. The school authority will give access to the documents only if special attention is required for the child on prior approval from the parents. Interviews held by the admissions department for parents and their wards must have the inclusion department 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 director, program coordinators 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 the inclusion department 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.

ENVIRONMENT

JISK creates a culture where each students and parent feels welcomed, respected, trusted and an important part of the organization. The



school uses standard and practices that promoted inclusion, accessibility, and diverse cultural backgrounds, which foster a sense of belonging for all learners, parent and guardians, in order to provide a safe and engaging environment.

Jewels International School of Kinshasa

Appendix A

REFERRAL FORM

Please complete one referral form per student

Students Name

Grade-

Homeroom-

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

Best time to meet the student- _____

Date- _____



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
- Exceptional Learners (Daniel P. Hallahan, James M. Kauffman et al...)