



SMK PUTRAJAYA PRESINT 9(2)
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME
INCLUSION POLICY

Introduction

IB World Schools have responsibility to provide equal access to the curriculum and academic rigor for all students, regardless of individual abilities and needs. This inclusion policy serves to clarify how SMKPP 9(2) will undertake the necessary action to ensure that provisions are made for MYP IB students who have special educational needs and those needs are made known to those who are teaching the students.

MYP teachers in this school will be able to identify and provide for students who have special educational needs to allow the students to take part in the MYP IB activities together with students who do not have special educational needs, as best as they could.

The SMKPP 9(2) MYP IB will strictly observe the Inclusion Code of Practice when carrying out its duties to all students with special educational needs and ensure that parents are informed of a decision by the school on the provision made for their children.

Scope

Special Educational Needs students refer to those who have a learning difficulty which entails for special educational provision to be made for them.

Students have a learning difficulty if they:

- i. have a considerably lower cognitive difficulty in learning than the majority of students in the same form;
- ii. have a physical disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same form in MYP IB;
- iii. have psychological difficulty adjusting to the school system and coping with new friends, environment and educational system.
- iv. are special needs students who meet the requirement to be included in the mainstream

Close cooperation with parents plays a key role in enabling students with special educational needs to realize their potential. MYPIB acknowledge that parents hold vital information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and significant role in their child's education.

One of the main functions of the school's Guidance and Counselling Unit (GCU) is to engage with students who have special education needs. These students often have the knowledge of their own needs and their views about the kind of help they would like to have. Guided by the GCU, the students will be encouraged to take part in all the decision-making processes and contribute to the assessment of their needs. Recommendations made by the GCU will be taken up by the school administration.

Inclusion of Special Needs Students in the Mainstream

To determine whether a special needs student confirmed with learning difficulties placed in full special needs classes or included in the mainstream will be based on a diagnostic test to detect levels of numeracy and literacy achievement which will be conducted by teachers of special needs education. If the student concerned exceeds the minimum level of achievement set, inclusive eligibility notification will be communicated to parents for permission to provide consent to place the special needs students in the mainstream. Students who have parental permission undergo trial program inclusive in the mainstream for a period of 3 months. After 3 months, students assessed will be included in the mainstream while students who do not qualify can either be given a further period of probation or be resettled in the Special Education Program Integration classrooms.

Aims

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

The Aims of this policy are to ensure that :

- the culture, practice, management and deployment of resources are designed to ensure all student's needs are met;
- SMKPP 9(2) MYP IB exploits best practices;

- staff work in partnership with parents and take account of the views of the child;
- provision and progress is monitored and reviewed regularly, and
- cooperation exists between all agencies.

Procedures

SMKPP 9(2) teachers will use the following procedures if a student is identified to have special educational needs, the MYP IB Coordinator and Counselors:

- use the information to provide an appropriate provision for the student and focus attention on action to support the student within the class;
- ensure that constant observation and assessment provide feedback about student's achievement to track student's progress;
- ensure opportunities are given to the students to show what they know, understand and can do through the pastoral programme;
- involve the students in planning and agreeing targets to meet their needs;
- involve parents in ensuring students' progress, and
- collaborate with stake holders.

Early Identification

Assessment is a continuous process that can identify students who may have special educational needs. The school will measure children's progress by referring to:

- parents referral;
- students referral;
- evidence from teacher observation and assessment, and
- SMKPP 9(2) MYP IB assessment.

Monitoring Student Progress

Teacher may come to a conclusion that the strategies they are now using with a student do not result in the student learning as effectively as possible. In these situations, they will confer with the counselors to consider what else might be done. The basis will always be a reassessment of the current strategies and may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. Key to this test is to identify and take action on areas of additional inadequacies that hinder adequate progress.

Adequate progress can be defined by improvement which:

- closes the attainment gap between the student and the student's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;

- matches or better than the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills, and
- demonstrates improvements in the student's behavior.

Nature of intervention

The counselors and the student's subject teacher should decide on the action needed to help the student to progress in light of their earlier assessment. This might be:

- to provide different learning materials or special equipment;
- to introduce some group or individual support;
- to devote extra time to devise the nature of the planned intervention and to monitor its effectiveness, and
- to provide effective intervention without the need for regular or ongoing input from external agencies.

Review of the performance of special educational needs students.

Students who are put in this programme will be reviewed at least three times a year with the parents, the students, and the school to consider whether any amendments need to be made. The triennial review should focus on what the child has achieved as well as on difficulties that need to be resolved.

Individual Education Plans.

Strategies employed to enable the students to progress should be recorded in the Individual Education Plan (IEP). The IEP should include information about:

- the short-term targets set for or by the student;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed, and
- outcomes (to be recorded when the IEP is reviewed).