



## **INCLUSION POLICY AT SMK DATO' SHEIKH AHMAD**

### **INTRODUCTION**

SMK Dato' Sheikh Ahmad has responsibility to provide equal access to the curriculum for all students, regardless of individual abilities and needs. MYP teachers in this school will be able to give all our children the opportunity to reach the highest level of their personal achievement. Students with special educational needs are identified from the reports made by the form teachers and subject teachers available in the school assessment results. Subject teachers , school counsellors and school administrators are responsible to give support to these students.

### **AIMS**

The potential of each student, regardless of ability and background, will be achieved within the framework of the following aims:

- i. to assist students in overcoming learning difficulties when these occur
- ii. to promote a caring atmosphere in the school which encourages the pursuit of excellence and stable relationships can be formed.
- iii. to enable each student to develop his/her skills and to develop an attitude of enquiry in acquiring these skills.
- iv. to encourage in the students a sense of self responsibility, sense of responsibility to the school and outside community
- v. to give all students an awareness of their own worth, a sense of achievement and enjoyment in their own development.
- vi. to prepare young people fully for the world of work, or further study, on leaving school

## **PRINCIPLES**

1. All students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
2. We provide a stimulating learning environment across the whole curriculum which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.
3. We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.
  - i. helping students to be well-disciplined
  - ii. equipping students with skills, knowledge and attitudes necessary to succeed as individuals and as responsible members of the society
  - iii. using flexible and differentiated teaching methods
  - iv. overcoming potential barriers of learning and assessment
  - v. monitoring students' progress and communicate with their parents about the progress.
  - vi. providing high quality pastoral care, support and guidance
4. We offer equality of opportunity to all group of students within the school. These group include:
  - \* boys and girls
  - \* multiracial students
  - \* students who have attitudes problems
  - \* students who're gifted and talented
  - \* students with behavior and discipline issues
  - \* students who have lower cognitive difficulty in learning than the majority of students in the same form
  - \*students from families in crisis or under great stress

## **PROCEDURES**

1. Subject teachers are advised to provide a range of learning approaches for achieving common goals.
2. Teachers use differentiation to support the students with special needs. Differentiation approaches include the grouping of students based on their learning abilities, discipline, attitudes and language acquirements.
3. Teachers take account of students' family background, disability and linguistic needs in classroom practice.

4. Assessment should be diverse in nature and relevant to learners, thus allowing differentiated assessment practices.
5. Class teachers take the lead role in monitoring the attainment, learning, behavior and well-being of students in their class. This information is recorded , students achievement and needs will be discussed during teacher-parent meeting.
6. Learning support is given in class as well as outside the main timetable by the subject teachers.
7. Students with personal or family problems will be referred to the school counsellors.
8. School counsellors provide services as personal, social, educational, consultation, ATL and career guidance directly to students.
9. Counsellors ensure opportunities are given to students to show what they know, understand and can do through the pastoral programme.
10. School involve parents in ensuring students' progress.
11. School invites speakers (counselor or professional motivators) from the surrounding community to motivate and inspire students in academic or future careers at least twice a year. This is coordinated and handled by the counseling unit and the form coordinators.
12. Collaboration and consultation with class teachers, subject teachers, form coordinators, counselor and parents or guardians during Parents-Teachers Conference at least twice a year.
13. The Inclusion Policy will be made available to all stakeholders through the school website.

This policy is subject to annual review and revision by the MYP IB Committee.

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