



INCLUSION POLICY AT SEKOLAH MENENGAH KEBANGSAAN 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 year level leaders and subject teachers available in the school assessment results. Subject teachers , school counselors 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 inquiry 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 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

ADMISSIONS

Admission of students at SMKDSA are made by the State Education Department. The detail of school admission procedures are as in appendix 1. Learning differences at SMKDSA include but are not limited to learning difficulties, families background, social, emotional and behavioral differences and a range of talents and abilities.

THE PROCEDURES OF SPECIAL EDUCATION NEEDS PROGRAM

The year level leaders, class teachers, subject teachers and counsellors will use the following procedures if the students are identified as in need of learning support.

1. Using the students' information to perform appropriate learning support for students and focuses on actions to support student learning in the classroom as well as outside the main timetable.
2. Class teachers take the lead role in monitoring the attainment, learning, behavior and well-being of students in their class and provide evaluation and feedback on student achievement.
3. Subject teachers are advised to provide a range of learning approaches for achieving common goals.
4. Teachers use differentiation to support the students with special needs.
5. Ensuring that the opportunity given to students to show what they know, understand and can do through counselling program.
6. Involve students in planning and timely in meeting the needs of pupils.
7. Involve parents in ensuring students' progress.
8. In cooperation with government and private agencies.
9. Consulting thoroughly with parents in improving student achievement during Parents-Teachers Conference at least twice a year.

EARLY IDENTIFICATION

Assessment is an ongoing process that can identify students who need learning support through:

1. Evidence of teachers' observation and the interpretation of MYPIB
2. Class teacher
3. Year level leader
4. Parents' reference
5. Peers' reference
6. Counsellor

LIST SPECIAL EDUCATION NEEDS TEST

1. Personality test conducted by school counsellors for students to study the attitudes and interests of students.
2. Healthy mind tests conducted by school counsellors to study emotional intelligence, anxiety, stress and action.
3. Physical exam (SEGAK) conducted by the faculty of physical education to all students to study cardiovascular conditions, agility and strength.
4. Psychometric testing and learning styles are run by counsellors to review the student's interests, learning styles and intellectual and career interest.

MONITORING STUDENTS' PERFORMANCE

Based on the teaching and learning, teachers see a number of issues arising under the unfavourable student achievement. Steps are being taken to improve:

1. Receive referrals from teachers, class teachers, year level leaders and parent.
2. Students are called to identify the issues students.
3. Individual counselling session or group counselling sessions conducted.
4. Collaboration and consultation with class teachers, subject teachers, year level leader, counselor and parents or guardians during Parents-Teachers Conference at least twice a year.
5. Consultation conducted if the parents need.
6. Teachers' consultation also will be included
7. 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 year level leader.
8. The development of student is seen from time to time in terms of behaviour, career development and social skills.

PROGRAM / SPECIAL ACTIVITIES ORGANIZED FOR IMPROVEMENT SPECIAL EDUCATION NEEDS

- Development of students 'personality
- Increase self discipline students
- Students' career management
- Students' psychosocial and mental wellness
- Lovable teachers
- Mentor mentee
- Program visiting cakna
- Psychometric program
- Dormitory program
- Parents' consultation
- Students 'welfare

HEALTH WELFARE STUDENT FOCUSED COUNSELLING PROGRAM

- Special needs students program
- Excellent students program
- Individual counselling and group counselling
- Tutoring individual and group
- Peer counsellors

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

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POLISI KEMASUKAN MURID TINGKATAN SATU KE SEKOLAH MENENGAH KEBANGSAAN DATO' SHEIKH AHMAD

LATAR BELAKANG

Pada tahun 1994, sekolah ini diktiraf oleh Jabatan Pendidikan Perlis sebagai salah sebuah sekolah kawalan di Negeri Perlis. Semenjak itu, pengambilan pelajar tingkatan 1 dan 4 ke sekolah ini adalah di bawah kawalan Jabatan Pendidikan Negeri. Pada awal bulan Disember, pihak sekolah akan menerima senarai nama murid untuk kemasukan sesi awal persekolahan tahun berikutnya. Maksimum kemasukan murid Tingkatan 1 setiap tahun ialah 180.

Pada tahun 2009, SMK Dato' Sheikh Ahmad telah mendapat pengiktirafan sebagai Sekolah Kluster Kecemerlangan. Pengetua sekolah mempunyai autonomi untuk memilih 10% daripada keseluruhan enrolmen murid berdasarkan bidang kebitaraan sekolah iaitu Sains dan Hoki.

Mulai tahun 2017, kemasukan murid Tingkatan 1 ke sekolah ini adalah berdasarkan kepada Program Kelas Rancangan Khas (KRK) yang dijalankan oleh Kementerian Pelajaran Malaysia sejak tahun 1970. Setiap sekolah dikehendaki menyediakan satu kelas seramai 30 orang murid bagi menempatkan murid KRK. Pemilihan murid ke kelas Rancangan Khas ini akan dibuat oleh Jabatan Pendidikan Negeri Perlis. Semua murid yang dipilih akan diberikan surat tawaran oleh Jabatan Pendidikan Negeri Perlis.

DASAR PEMILIHAN MURID

Syarat-syarat permohonan kemasukan ke KRK

- i. Warganegara Malaysia
- ii. Murid sekolah kebangsaan dan sekolah menengah jenis kebangsaan (Cina/Tamil) di Negeri Perlis
- iii. Berdasarkan keputusan UPSR tahun semasa dan akan diputuskan oleh jawatankuasa Panel Pemilihan kemasukan murid ke KRK
- iv. Mempunyai rekod yang baik dan tiada kes disiplin
- v. Penglibatan aktif dalam aktiviti kokurikulum melalui keputusan PAJSK
- vi. Mengambil kira laporan Pentaksiran Bilik Darjah (PBD)
- vii. Murid DLP diberi keutamaan untuk ke kelas KRK(DLP)
- viii. Murid yang telah ditawarkan ke Sekolah Berasrama Penuh (SBP) dan Sekolah Menengah Kebangsaan Agama (SMKA) tidak akan ditawarkan ke KRK kecuali murid berkenaan telah menolak tawaran tersebut.
- ix. Semua permohonan mestilah di sekolah masing-masing. Guru kelas akan membuat permohonan melalui APDM.
- x. Penempatan tawaran ke KRK akan diberi berdasarkan keutamaan murid yang berdekatan dengan tempat tinggal (locality) murid.
- xi. Murid mesti mengekalkan prestasi untuk terus kekal ke KRK.

Carta Aliran Kerja Kemasukan Murid KRK

