



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 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

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. 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.

5. Learning support is given in class as well as outside the main timetable by the subject teachers.
6. Students with personal or family problems will be referred to the school counselors.
7. School counselors provide services as personal, social, educational, consultation, ATL and career guidance directly to students.
8. Counselors ensure opportunities are given to students to show what they know, understand and can do through the pastoral programme.
9. School involve parents in ensuring students' progress.
10. 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.
11. Collaboration and consultation with class teachers, subject teachers, form coordinators, counselor and parents or guardians during Parents-Teachers Conference at least twice a year.
12. 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.

Prepared by :

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MYP Coordinator
Form Coordinators
Counselors

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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.

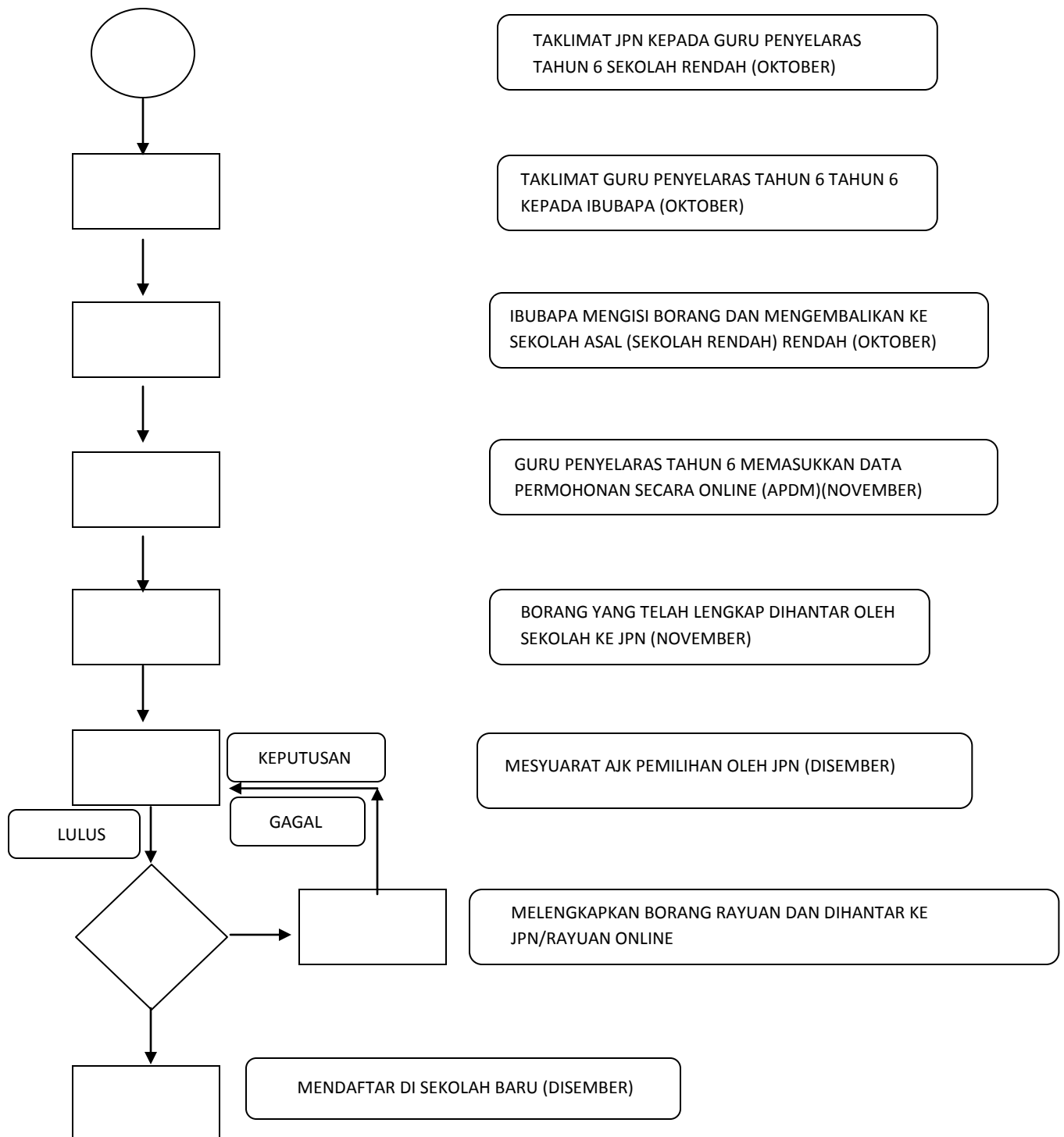
Mulai tahun 2017, kemasukan murid Tingkatan 1 ke sekolah ini adalah berdasarkan kepada Program Kelas Rancangan Khas (KRK) yang dijalankan oleh Kementerian Pelajaran Malaysia sejak tahun 1970. Setiap sekolah dikehendaki menyediakan satu kelas seramai 30 orang murid bagi menempatkan murid KRK. Pemilihan 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



Disediakan oleh :

Penolong Kanan Pentadbiran
Penyelaras tingkatan
Kaunselor

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