

Inclusion Policy

Sri KDU International School Subang Jaya



Approved by:	[Anthony Partington]	Date: [1 July 2023]
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Purpose

At Sri KDU International School Subang Jaya we are committed to creating an inclusive and welcoming environment where every individual is valued, respected, and well supported. The purpose of this Inclusion Policy is to ensure that all students, regardless of their individual abilities, backgrounds, sex, gender, orientation, ethnic or social origin, language, religion, nationality, economic condition, or circumstances, have equal access to a high-quality education within our group of schools. This policy supports our mission to empower a diverse and inclusive community of safe, happy & successful learners who aspire to positively impact others. We believe that an inclusive school community fosters positive relationships, celebrates diversity, enhances learning outcomes, and prepares students for a diverse and inclusive society.

Scope

The Sri KDU International School Subang Jaya policy applies to all students, staff, parents, and stakeholders. It encompasses all aspects of the educational experience, including admissions, teaching and learning, curriculum, assessment, extracurricular activities, and support services.

Definitions

- **Inclusion:** Inclusion refers to the principle and practice of providing equal opportunities for all students, regardless of their abilities, needs, backgrounds, or identities, to participate fully in all aspects of school life. It involves valuing and respecting diversity, ensuring that every student feels welcomed, supported, and included in all aspects of school life.
- **Special Educational Needs and Disability (SEND):** refers to a broad range of individual requirements that students may have, including but not limited to physical, sensory, cognitive, emotional, or behavioral needs, which may require additional support or accommodations.
- **Differentiation:** Differentiation involves adapting teaching strategies, resources, and assessments to meet the diverse learning needs of students, promoting their active engagement and maximizing their learning outcomes.
- **Individualized Education Plan (IEP):** refers to personalized documents developed for students with disabilities or special educational needs. An IEP is a written plan that outlines specific educational goals, instructional strategies, accommodations, modifications, and support services tailored to meet the unique learning needs of an individual student.

- **Personalized Learning Plan (PLP):** refers to personalised educational plans that outline tailored goals, strategies, and resources to support individual student learning based on their unique needs and interests.

Legislation and Guidance

This policy is aligned with the following statutory and non-statutory guidance:

- Malaysia's Persons with Disabilities (PWD) Act, 2008
- United Nations Convention on the Rights of the Child (CRC), 1995
- United Nations Convention on the Rights of Persons with Disabilities (CRPD), 2010
- The Malaysian Education Act 1996
- Malaysian Education (Special Education) Regulations 2013

Roles and Responsibilities

The implementation of this policy involves the following key stakeholders, each with their specific responsibilities and deadlines:

Governors:

Oversee the implementation of the inclusion policy across all schools in the group. Ensure the allocation of necessary resources and support for inclusive practices. Regularly review and evaluate the effectiveness of the policy.

Principals/Headteachers:

Provide leadership and ensure the implementation of the Inclusion Policy within their respective schools. Promote a culture of inclusion and diversity among staff, students, and parents. Monitor the progress and outcomes related to inclusion and report to the governing body.

Head of Department/Year/Key Stage:

Collaborate with teachers to implement inclusive practices within their subject areas. Provide guidance and support to teachers in adapting teaching methods and resources to cater to diverse needs. Monitor the effectiveness of inclusive strategies within their department.

Teachers:

Create an inclusive classroom environment that respects and values all students. Use differentiated instruction techniques to meet the individual needs of students. Collaborate with other teachers and support staff to ensure coordinated support for students.

Students:

Embrace the values of inclusivity and respect for diversity. Support and include their peers, fostering a positive and inclusive classroom culture.

Parents:

Encourage and support their child's participation in inclusive practices. Collaborate with the school to develop and review individualized support plans. Provide feedback and suggestions for improving the implementation of the inclusion policy.

Procedures and Practice

Admissions: the school will ensure that admission processes are inclusive and fair, without discriminating against students based on their abilities, backgrounds, or identities. Reasonable adjustments will be made to accommodate students with SEND during the admission process.

Curriculum and Instruction: the school will adopt an inclusive curriculum that reflects and respects diversity, promotes multicultural understanding, and encourages critical thinking. Teachers will employ differentiated instructional strategies to cater to students' varied learning styles, abilities, and needs.

Assessment: the school will adopt inclusive assessment strategies that accommodate diverse learning styles and abilities, and regularly monitor student progress and achievement, considering individual goals and targets.

Support Services: the school will provide appropriate support services to students with SEND, including access to qualified professionals such as learning support specialists, and counselors. Individualized Education Plans (IEPs) or Personalized Learning Plans (PLPs) may be developed in collaboration with parents and specialists to address specific student needs.

Professional Development: the school will invest in ongoing professional development programmes for staff to enhance their understanding and implementation of inclusive practices. This includes training on inclusive teaching strategies, cultural competence, and the identification and support of students with SEND.

Health and Safety: Inclusion extends to ensuring the physical and emotional well-being of all students. The school will create a safe and supportive environment that promotes mental health and well-being. It will ensure that school facilities and infrastructure are accessible to students with physical disabilities. Inclusive emergency and evacuation procedures are implemented, considering the needs of all students.

Home Learning/Parent Partnership: the school will work in partnership with parents by providing clear and accessible communication channels to foster a collaborative relationship. The school will share information about inclusive practices, resources, and strategies that parents can implement at home, and seek parents' input and feedback on their child's individualised support plan.

Resources: the school will have resources in place to support the implementation of the Inclusion Policy, including accessible learning materials and assistive technologies to cater to diverse needs, trained support staff and specialists to provide targeted support and interventions, and collaborative partnerships with external agencies and organizations to access additional resources, if needed.

Monitoring and Evaluation: to ensure the quality of inclusive work, the school will regularly monitor the implementation of the inclusion policy through observations, data analysis, and feedback from stakeholders, conduct periodic evaluations to assess the impact of inclusive practices on student outcomes and well-being, and review the policy's effectiveness and make necessary adjustments based on identified strengths and areas for improvement.

Inclusion Examples

Accessible Infrastructure: providing an accessible physical environment that accommodates students with physical disabilities, which may include wheelchair ramps, elevators, sensory spaces, and other necessary adaptations.

Multicultural and Multilingual Education: celebrating diversity and incorporating multicultural and multilingual perspectives into the curriculum, fostering an inclusive learning environment that values different cultures, languages, and traditions.

Collaborative Learning: encouraging collaborative learning opportunities, where students work together in diverse groups, promoting empathy, teamwork, and mutual respect.

Anti-Bullying and Anti-Discrimination Policies: maintaining strict policies against bullying, harassment, and discrimination, ensuring that every student feels safe, valued, and respected within the school community.

Peer Support Programs: implementing peer support programs, such as buddy systems or mentoring initiatives, where older students can provide guidance and support to younger, new or less experienced

students. This promotes a sense of belonging, fosters positive relationships, and enhances social integration among students.

Links to Other Policies

This Inclusion Policy should be read alongside the following related policies:

- Safeguarding Policy
- Anti-Bullying Policy

Appendices

Individualised Education Plan Template (IEP)

Individual Education Plan

Student Full Name:		Date of Birth:		Age:	
Section:		Year Group:		Class Teacher/Form Tutor:	
IEP Date:			Date for Next Termly Review:		
Class Teacher/Form Tutor Signature:			Parent/s Signature/s:		
Support Services Name/Signature:			Support Services Name/Signature (if applicable):		
Head of Section Name/Signature:			Other Signature (specify):		
Last Report Grades			Last Assessment Results:		
•			•		
Current Target 1					
•		•		•	
Current Target 2					
•		•		•	
Current Target 3					
•		•		•	
<input type="checkbox"/> Work samples	<input type="checkbox"/> Curriculum based tests	<input type="checkbox"/> Consistently handing homework	<input type="checkbox"/> Checklists		
	<input type="checkbox"/> Interactive activities such as games	<input type="checkbox"/> Weekly/Monthly Quizzes such as Kahoot to ensure understood concepts taught			
<input type="checkbox"/> delete and insert other if applicable	<input type="checkbox"/> delete and insert other if applicable	<input type="checkbox"/> delete and insert other if applicable	<input type="checkbox"/>		
<input type="checkbox"/> Use short sentences	<input type="checkbox"/> Give step-by-step instructions /	<input type="checkbox"/> Sit close to the teacher where can be called upon frequently	<input type="checkbox"/> Giving greater choice over what skills to work on and how to produce work		

	do not clutter works heets		
<input type="checkbox"/> Cite other students actions as an example to follow	<input type="checkbox"/> Firm but Fair when participation is low	<input type="checkbox"/> Visually stimulating timetables or other organizational tools to help with day to day activities	<input type="checkbox"/> Using question cards as prompts
<input type="checkbox"/> Praise when a question is asked or knowledge is consolidated	<input type="checkbox"/> Provide visual prompts	<input type="checkbox"/> Consistency with behaviour management (Same consequences as peers)	
<input type="checkbox"/> Others		Explanation:	

Continue more targets as required – no more than 5 targets per IEP
