



Islamic Village School Primary Years Program Inclusion Guidelines

Introduction

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem solving involving the whole school community.

(Learning diversity and inclusion in IB program. January 2016)

Islamic Village School Teacher's and staff are committed to embracing student diversity and employing various strategies to ensure equitable access and full inclusion to the curriculum and to learning. This document provides information on the inclusion policies that are in place in Islamic Village school and all aspects of teaching, learning, and student service in support of IB standards and practices.

Beliefs and Philosophy

Islamic Village School believes that every human being is created perfect according to the word of Allah SWT in the Qur'an Surah At-Tin verse 4. Everyone in our school community is valued, treated with kindness and respect.



In addition, the Islamic Village School also has a belief and philosophy in an inclusive approach to teaching, learning and assessment:

- Students can learn and reach their full potential
- All Teachers and Staff will embrace a whole child with student-centered approach.
- Students have the right to access all learning opportunities and be an active participant in educational decisions
- Student agency, voice, and choice are key components of the learning experience
- Diversity and inclusion provide valuable learning opportunities for all members of the school community
- Families are key partners in providing an inclusive culture and learning experience
- All members of the school community will embody the IB learner profile attributes
- All members of the school community will actively work to identify and eliminate barriers to access and learning and share responsibility for the success of all students
- A variety of learning modes and strategies allow students to maximize growth and learning
- A variety of teaching, learning, and assessment practices allow students to learn and demonstrate what they know in multiple and varied ways
- The work of inclusion must be reflective and ongoing

Practices

Islamic Village Schools' staff utilize inclusive and equitable practices in all aspects of education, including enrollment, program and course placement, resource allocation, facilities, curriculum planning, teaching, assessment, supplemental support services, and access to academic and non-academic school-related experiences. The school utilizes the IB four principles of good practice in teaching to promote equal access to the curriculum.

(Learning diversity and inclusion in IB program January 2016)



Additionally, the following practices are applied in schools:

- Proactive and appropriate identification and evaluation of students with disabilities or other special needs in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 157 of 2014 concerning Special Education Curriculum Article 4.
- Providing supportive, appropriate, inclusive, and responsive learning environment for students that meet defined needs academically, behaviorally, and social emotionally.
- Monitor student status and progress, clearly communicate that status to all involved, and be responsive to needed adjustments including re-evaluation of students
- Utilize differentiated instructional models, evidence-based programs, evaluations and assessments to provide high-quality support to students with special needs
- Intentionally develop plans as a collaborative effort between outside agencies, IVS staff, and families that meet the unique needs of our students with exceptionalities
- Parents of students with special needs are required to provide shadow teachers for their sons and daughters independently.

School Services and Supports

Many students have special academic, social-emotional, and mental health needs. To meet the needs of these students and ensure they are reaching their fullest potential, the school provides a variety of services and support.

The below list represents some of the programs, services, supports, and accommodations Islamic Village Schools provides to students.

- English For Beginner
- School Psychologist
- Counselors
- Reading Class



- Occupational Therapy
- Extended Time
- Assessments and Classroom Materials Read Aloud
- Simplified Directions

All teachers will utilize a variety of ongoing assessment to determine the individual student needs and abilities and to adjust subsequent instruction. Whenever possible, teachers will develop assessment that are differentiated to provide necessary modification, challenges and student choice.

Tangerang, December 2020

Approved By,
Head Of School

A handwritten signature in black ink, appearing to read 'Asyida Zanjabila'.

Asyida Zanjabila, S.Psi