

Sekolah Bogor Raya Inclusion Policy

1. Rationale

This document is developed in recognition of:

1. The Undang-Undang Dasar 1945 article 32 paragraph 1: Every citizen has the right to get education.
2. The Undang-undang Number 20/2003 about National Education System, paragraph 5 article 1 stated that every citizen has the equal right to get a quality education.
3. Peraturan Menteri Pendidikan Nasional Nomor 70/2009, paragraph 3 article 1: Every student who has physical, emotional, mental, and social disabilities or has special intelligence potential and/or talents, has the right to participate in inclusive education in certain education units according to their needs and abilities.
4. All learners belong and experience equal opportunities to participate and engage in quality learning (Learning Diversity and Inclusion in IB).
5. **Sekolah Bogor Raya School Vision:** We nurture the next generation of culturally aware, lifelong learners and thinkers who are compassionate, knowledgeable, and engaged citizens of the world.
6. **Sekolah Bogor Raya Mission:**
 - Provide high-quality education through well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity, by:
 - exposing students to diverse concepts and innovative ways of thinking across disciplines and curriculums;
 - integrating disciplines and curriculums to build collaboration, cross-cultural communication, a deeper understanding of national identity, and appreciation for the ideas of others;
 - helping every learner realise their potential so they can become catalysts for learning, make a positive impact in the world, and enrich those around them; and
 - strengthening communication skills through fluency in students' first language and in English.
 - Foster an environment where students can pursue personal goals and reach their full potential, by:
 - valuing students as individuals and remaining responsive to their unique needs;
 - providing opportunities and learning environments that support collaboration, so that learning is sparked, scaffolded, and nurtured;
 - providing a safe and inclusive space where students can take healthy risks and learn from both success and failure; and
 - taking a holistic approach to students' spiritual, emotional, intellectual, and physical development.

- Nurture and model a self-evolving learning community grounded in continuous reflection and collaboration, by:
 - providing a constructivist learning environment where students explore and discover pathways to learning and growth, individually and collaboratively;
 - modelling a continuous-learning mindset in both academic settings and administrative decision-making;
 - using systematic, data-driven evaluation and monitoring to support student success; and
 - continuously reviewing school facilities, infrastructure, and technology to meet the current and emerging needs of students, faculty, and staff.

Article 2: Introduction

At Sekolah Bogor Raya, we promote respect and empathy as the foundation of inclusive education. We view the differences and uniqueness of every student as something that enriches the whole community. Our students are diverse in ability, so the support we provide them is integral to ensuring equitable access to our curriculum. Our teachers must be able to design differentiated learning opportunities so that every student can reach their true potential and meet their learning objectives.

We take a holistic approach to learning: helping students grow not just academically, but in their ability to reflect, recognise their own strengths and weaknesses, and improve with our continued support. This applies to all students, regardless of ability.

We believe that teachers and counsellors, working in partnership with parents, can help learners of all abilities succeed in reaching their goals and their true potential. To support students who require additional help, SBR has a Student Services Department, which provides programmes addressing academic, personal, and social development needs for all students throughout their school years.

Article 3: Purpose

The purpose of this Policy is to:

- provide equal opportunity for every student to participate in, and be engaged with, quality learning;
- ensure that the special needs of all students are identified early and addressed appropriately;
- outline the accommodations and support available to teachers and students;
- emphasise that all stakeholders are encouraged to embrace the IB philosophy; and
- identify, outline, and communicate the responsibilities of each stakeholder clearly.

Article 4: Definitions

1. Inclusion — “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (The IB Guide to Inclusive Education: A Resource for Whole-School Development).
2. Learning Difficulty — any learning or emotional problem that substantially affects a person's ability to learn, get along with others, or follow convention.
3. Learning Disability — a neurological disorder causing processing problems that can interfere with learning basic skills such as reading, writing, and/or maths.
4. Special Education Needs (SEN) — refers to any student who needs extra support, or faces challenges beyond the general curriculum. SBR recognises SEN including, but not limited to, difficulties with:
 - behaviour or the ability to socialise;
 - reading and writing;
 - understanding;
 - concentration;
 - physical needs or impairments; and
 - other specific learning difficulties or disabilities.

Article 5: Role of Stakeholders

School

- Give careful consideration to a candidate's choice of subjects — since some subjects may pose difficulties for certain candidates even with inclusive assessment arrangements — so that students can demonstrate their strengths and feel empowered as learners.
- Provide IB training to all teachers to build understanding of the IB philosophy, the Learner Profile, Approaches to Teaching and Learning (ATL), and the components of IB programmes.
- Provide training to teachers to build awareness for the successful implementation and support of this Policy.
- Provide teachers with regular time for planning and development, and for collaborative planning of curriculum, assessment, and differentiation strategies.
- Maintain confidentiality of student records and protect the dignity of students identified with SEN.

School Counsellor

- Support teachers through student observation to identify the needs of specific SEN students.
- Gather sufficient and relevant data to inform and support parents in obtaining an external professional diagnosis and support.
- Provide in-house professional development to teachers on identifying and supporting SEN students.
- Support subject and homeroom teachers in developing strategies for differentiated learning and assessment appropriate to each learner's needs.
- Develop IEPs where a student does not show meaningful progress despite continuous support from teachers and parents.
- Monitor and assess the implementation of each support programme.
- Organise meetings with teachers, school administration, and parents to review the student's progress and their support programme or IEP.
- Collaborate and liaise with external professional advisors, and connect them with the student's teachers.
- Maintain confidentiality and protect the dignity of students identified with SEN.

Subject Teachers and Homeroom Teachers

- Comply with national and school inclusion policy.
- Encourage all students to self-assess and reflect on their learning.
- Support all students by providing appropriate differentiated learning and assessment opportunities.
- Be aware of the procedures for identifying, monitoring, and supporting SEN students.
- Identify struggling learners.
- Provide differentiated instruction following discussion with the school counsellor and/or the student's IEP.
- Maintain confidentiality and protect the dignity of students identified with SEN.

Programme Coordinator

- Comply with national and school inclusion policy.
- Work collaboratively with the school counsellor and with subject and homeroom teachers to ensure compliance with this Policy in support of the student.
- Advise parents on the choice of subjects best suited to the SEN learner, and inform them of the programme's requirements.
- Apply for inclusive assessment arrangements for students with special education needs.
- Maintain confidentiality and protect the dignity of students identified with SEN.

Parents

- Play an active role in their child's education.

- Communicate all of their child's requirements to the school.
- Provide the documentation required to apply for inclusive assessment arrangements with the IB.
- Act in advance to obtain professional documentation where needed.
- Cover the costs of any required external professional consultation.

Students

- Ask for information and support when they encounter barriers to learning.
- Participate actively in discussions about their special education needs assessment.
- Share their interests and choices when their IEP is being developed.
- Become familiar with their learning goals and reflect on their progress regularly.

Article 6: Identification

During admission to Sekolah Bogor Raya, parents are required to inform the school if their child has any learning difficulties or disabilities.

Once a student has started school, teachers should consider referring the student to Student Services if the student is experiencing:

- academic or learning difficulties;
- specific learning disabilities;
- low levels of concentration;
- behavioural problems;
- difficulty socialising;
- frequent absences;
- negative changes in behaviour following a known or unknown family issue or illness; or
- any other issue within or outside the classroom.

Article 7: Referrals and Reporting

The School Counsellor accepts referrals from teachers and parents/guardians. Each referral is addressed directly, to better understand the student's background and challenges. Where the counselling process identifies a need for the involvement of other experts, such as doctors, psychologists, or therapists, this is discussed with the teacher and parent/guardian, and the Counsellor provides references for external involvement as necessary.

Where there are significant findings regarding a student's situation, the School Counsellor reports them to the Principal or Vice Principal, who may forward the findings to the Academic Advisor if necessary. Parents or guardians are also informed where the referral originated within the school and the situation is important for them to know.

Article 8: Support

In line with the SBR mission and the IB Approaches to Teaching and Learning (ATL), teachers generally use differentiation techniques in the classroom. Differentiation is “an approach to teaching that advocates active planning for student differences in classrooms” (Tomlinson and Allan, 2000).

It is the process of identifying the most effective strategies for each learner to achieve agreed goals, so that learning opportunities can be created for every student to develop, pursue, and achieve appropriate personal learning goals. Where a student is identified as having special education needs, a more rigorous differentiated process and/or assessment approach is applied according to the student's needs.

In-class support for students with special education needs and abilities depends on what stakeholders agree upon, and may involve:

- differentiated process — curriculum modification, enrichment activities, small-group instruction, or one-on-one support; and
- differentiated assessment — modified tests, use of calculators, additional time, or other arrangements agreed by stakeholders.

Classroom-level differentiation may also be supported outside the classroom through help with homework, academic tutoring by teachers or fellow students, and counselling from the Student Services Department, if needed.

Where a student does not show significant progress despite differentiated instruction, process, and assessment, an IEP is developed for that student, with all stakeholders involved and informed.

Article 9: Confidentiality

Student Services is a professional service, and information obtained from students, teachers, parents/guardians, or other sources is kept confidential. A student's complete data is made available by the counsellor only to the Academic Advisor, Principal, Vice Principal, or Programme Coordinator, upon request.

Information relating to test results or a student's personal data is discussed with the teacher and parent/guardian only where required, during the counselling process. Information is communicated to other trusted adults only where it concerns the safety of the student or the people around them.

Article 10: Special Assessment Arrangements (for DP Exams)

The IB believes that all candidates should be able to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may disadvantage candidates with learning support

requirements by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements apply to candidates with long-term or permanent challenges.

Any student who needs a special arrangement should be identified before the programme begins. All requests for inclusive assessment arrangements are submitted to the IBO by the Diploma Programme Coordinator six months before the examination session. The “Request for Inclusive Assessment Arrangements” must include psychological, psycho-educational, or medical reports written by professionals with the appropriate qualifications and/or licences in their country of residence, together with supporting educational evidence from the school. Special arrangements may include:

- scribe;
- reader, reading software, or exam (reading) pens;
- prompter;
- practical assistant/aide;
- communicator;
- interpreter;
- calculator;
- additional time;
- rest breaks;
- modification to the exam paper or assignments;
- extension to deadlines;
- exemption from assessment components;
- word processor;
- word processor with spell checker/speech recognition software and transcripts; and
- information technology, including specific software.

Article 11: Policy Review

This Policy is reviewed every two years, at the end of the academic year, by the Academic Advisor, Principal, Vice Principal, and School Counsellor. The next review is due in June 2028.

References

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