# 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. The Undang-Undang Number 8 /2016 about Person with Disabilities, article 10: Persons with disabilities have the right to receive quality education in educational institutions at all types, pathways, and levels of education, both inclusively and in special settings; and to receive reasonable accommodation as learners.
4. Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 48 Tahun 2023 about Reasonable Accommodations For Students With Disabilities In Formal Early Childhood Education, Primary Education, Secondary Education, And Higher Education Institutions, article 1 : Reasonable Accommodation refers to appropriate and necessary modifications and adjustments to ensure that persons with disabilities can enjoy or exercise all human rights and fundamental freedoms on an equal basis with others.
5. All learners belong and experience equal opportunities to participate and engage in quality learning. (Learning Diversity and Inclusion in IB.)
6. Inclusion refers to integrating learners in the regular school system (and class) as opposed to placing a learner in a special school or class. Learners with special educational needs are provided with the technical, assistive or personal supports needed (Special Educational Needs Handbook in Cambridge)
7. **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.
   **Bogor Raya School Mission:**
   Sekolah Bogor Raya exists to provide :
   - **Provide high quality education through the use of well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity.**
     - Expose students to unique concepts and innovative ways of thinking in the different disciplines and curriculums.
     - Integration of disciplines and curriculums help to develop collaboration, communication between cultures, a deeper understanding of their own national identity, and an appreciation of ideas other than their own.
     - Explore every learner's potential so that they can be catalysts of learning, make a positive impact in the world, and enrich those around them.

- Enhancing communication skills through first-language and English language fluency.

- **Foster an environment where students can realize personal goals and achieve their full potential.**
  - Value students as individuals and be responsive to their unique needs.
  - Provide opportunities and learning environments to support collaboration so that learning will be ignited, scaffolded and nurtured
  - Provide safe and inclusive space where they are allowed to take healthy risks to learn from both successes and failures
  - Take a holistic approach to the spiritual, emotional, intellectual and physical development of our students
- **Nurture and model a self-evolving learning community based on continuous reflection and collaboration**
  - Provide a constructivist learning environment where students can explore and discover pathways to learning and growth through individual and collaborative learning
  - Modelling continuous learning framework both in academic settings and administration decision making
  - Use of systematic data-driven evaluation and monitoring systems to ensure student success
  - Continuous review of school facilities, infrastructure, and technology meet current and emerging needs of the students, faculty and staff

## Article 2: Introduction

At Sekolah Bogor Raya, we continuously promote respect and empathy as the basis for inclusive education. We see the differences and uniqueness of every student as something which enriches the whole community. Our students are diverse in terms of ability; therefore, our support to them is an integral part to make sure that our students receive equitable access to our learning curriculums. To achieve this, we believe that responsive, structured, and differentiated support is essential. Our inclusive education framework is built upon a Multi-Tiered System of Support (MTSS), which ensures that all students are provided with the level of support they need to thrive.

- **Tier 1** represents high-quality, differentiated instruction and universal strategies that are delivered to all students within the general education classroom;
- **Tier 2** offers targeted interventions in small groups for students who require additional academic or social-emotional support beyond the universal level;
- **Tier 3** provides intensive, individualized interventions for students with the most significant and persistent challenges, delivered through collaborative planning among teachers, specialists, and families.

We uphold a holistic approach to learning, which means teaching the students to grow, not just academically, but also socially and emotionally. We encourage reflective learning, helping students to understand their strengths and areas for development, while providing continuous support to help them progress. This is true for all students, regardless of their abilities. We believe that through strong collaboration between all stakeholders, we can effectively support a wide range of learners in reaching their goals and fulfilling their potential, regardless of their challenges.

## Article 3: Purpose

The purpose of this Policy is to:

1. To ensure all students have equal access to meaningful learning experiences and opportunities to actively participate in high-quality education;
2. To ensure that the special needs of all students are identified early and addressed appropriately;
3. To outline various accommodations and support opportunities available to all stakeholders (parents, teachers, and students);
4. To emphasise that all stakeholders are encouraged to embrace the school philosophy;
5. To 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. **Special Education Needs (SEN) Students** refers to any student who requires additional or individualized intensive support beyond what is typically provided in the general education curriculum. This support is necessary to help them access learning, participate fully in school life, and achieve their full potential.
   At Sekolah Bogor Raya (SBR), we recognize that students with SEN may experience challenges in, but are not limited to, the following areas :
   - Behaviour and social-emotional development;
   - Communication and language skill;
   - Attention, concentration, and executive functioning;
   - Physical, sensory, and/or neurological conditions;
   - Literacy and/or numeracy skill;
   - Cognitive and intellectual development;

- Mental health and emotional well-being;
- Processing and comprehension difficulties.

3. **Individualised Education Plan (IEP) -** IEP is a written statement of the educational program designed to meet a child's individual needs. The purpose of IEP is to set reasonable and targeted learning goals for a child, and to state the services that the stakeholders will provide as support to the child's individual needs. (*The Short-and-Sweet IEP Overview.*)

4. **Stakeholders** - refers to anyone who is responsible for the success of a student such as a parent, guardian, teacher, student services team (counsellor and SEN Team), administrator, pedagogical leader, the student themselves, and external parties (including but not limited to psychologist, doctor, therapist, consultant).

5. **SEN Team** - The SEN Team is a group of educational professionals responsible for supporting students with Special Educational Needs (SEN). The team consists of SEN teacher and aide teachers who work collaboratively under the coordination of the SEN PIC and SEN Coordinator. Their role includes implementing individualized support strategies, monitoring student progress, and ensuring the successful execution of inclusive practices across the school environment. This teamwork collaboratively with other partners / academic supervisors.

   **Tier 1: Universal Support**
   - Description: High-quality, evidence-based instruction and support provided to all students in the general education setting.
   - Student Criteria:
     - Most students (approximately 80–85% of the student population).
     - Demonstrate grade-level proficiency or are on track with minimal support.
     - Show typical developmental, behavioral, and academic progress.
     - Respond positively to core instruction and classroom management.

   **Tier 2: Targeted Support**
   - Description: Targeted, small-group interventions provided in addition to Tier 1 for students who need more support.
   - Student Criteria:
     - About 10-15% of students.
     - At risk for academic, behavioral, or social-emotional challenges.
     - Struggle to meet grade-level expectations despite Tier 1 support.
     - Identified through screening data or progress monitoring.

- Require focused instruction or intervention in specific areas.

**Tier 3: Intensive Support**

- Description: Intensive, individualized interventions for students with significant and persistent needs.
- Student Criteria:
  - Approximately 3-5% of students.
  - Have not responded adequately to Tier 2 support after 6 months or 1 semester.
  - Exhibit substantial academic delays, behavioral issues, or social-emotional difficulties.
  - May be identified as having a disability or needing special education services.
  - Require frequent progress monitoring and highly individualized plans.

6. **Identification -** Identification is the ongoing, equitable process of recognizing students who may face barriers to learning, including those with disabilities or diverse needs. It involves the use of varied data sources—such as observations, assessments, and collaboration with families—to ensure early and appropriate support.

7. **Assessment -** Assessment is a comprehensive process of collecting and analyzing data to develop a holistic understanding of a student's profile, including, but not limited to, their current abilities, challenges, areas for development, potential, and both academic and non-academic needs. The outcomes of this process inform decisions on the accommodations, modifications, or adaptations required to ensure a learning environment that is inclusive, responsive, and centered on the needs of every student.

8. **Evaluation -** Evaluation is a systematic process of collecting, analyzing, and using data to assess the effectiveness, relevance, and impact of inclusive education practices and supports. It aims to ensure that the school's inclusive policies are implemented as intended, meet the diverse needs of all students, and continuously improve based on evidence and stakeholder feedback.

## Article 5: Role of Stakeholders

**Board of Directors**

- Promote an inclusive culture by providing a safe, respectful, and supportive environment where all stakeholders feel valued and empowered to succeed.
- Providing various accommodation, support, and opportunities to all stakeholders
- Provide developmental programs for teachers, staff, and leaders to create awareness for successful implementation and support of the Inclusion policy.
- Maintain confidentiality of student records and protect student's dignity.

**Pedagogical Leader (Principal and VP)**

- Facilitating a communication platform among parents, teachers, counselors, and the SEN Team to ensure collaborative support for students.
- Leading and fostering an inclusive culture across the school community.
- Provide developmental programs for teachers, staff, and leaders to create awareness for successful implementation and support of the Inclusion policy.
- Provide a regular schedule for teachers to plan, develop, and engage in collaborative planning of curriculum, assessment and strategies for differentiation.
- Overseeing the implementation and management of the Multi-Tiered System Support within the dedicated department.
- Advising and approving plans, accommodations, and resources related to Multi-Tiered System Support.
- Monitoring ongoing implementation to ensure fidelity to the Multi-Tiered System
- Support and Inclusion Policy.
- Conducting regular evaluations of the Multi-Tiered System Support's effectiveness and recommending improvements as needed.

**School Counsellor**

- Supporting teachers and/or giving insight for teachers on the needs of students through internal assessments (student observation, collection of students' profiles, and/or psychological assessments) to identify the needs of students.
- Provide written comprehensive and relevant data to inform school and parents to decide whether external professional support is needed.
- Providing in-house professional development training to teachers for identification and support for all students.
- Supporting subject teachers and homeroom teachers in formulating strategies for differentiated learning and assessment as appropriate to the need of the learner.
- Collaborate with related parties in developing IEPs if the students do not show remarkable progress despite continuous support from teachers and parents.
- Monitoring and assessing the implementation of the developed support program.
- Organising meetings with teachers, school administration and parents to update the progress and review the support program / IEP , of the student.
- Collaborating and liaising with external professional advisors to link them with the student' teachers.
- Maintain confidentiality and protect student's dignity.

**Subject Teachers and Homeroom Teachers**

- Comply with national and school inclusion policy.
- Encourage all students to self assess and reflect on their learning.
- Foster an inclusive and supportive classroom environment that respects all learners.
- Supporting all students by providing appropriate differentiated learning, academic support, and assessment opportunities to accommodate diverse learning needs within the classroom.
- Be aware of the procedures for identification, monitoring, and support of students.
- Identify struggling learners.
- Actively participate in the development and implementation of Individualized Education Plans (IEPs) for students with SEN.
- Maintain confidentiality and protect student's dignity.

**SEN Coordinator**

- Comply with national and school inclusion policy.
- Collaboratively work with the stakeholders (pedagogical leaders, school counsellor, subject, homeroom teachers, and external parties) to ensure the compliance of inclusion policy to support the student.
- Ensuring the development, implementation, and monitoring of Individualized Education Plans (IEPs) and other SEN Program meet the specific needs of each student.
- Provide training, coaching, and ongoing support for teachers and staff on inclusive teaching strategies, differentiation, and behavior support.
- Raise awareness about inclusive education principles and practices within the school community.
- Maintain confidentiality and protect student's dignity of the SEN identified student.

**Special Education Teacher**

- Develop and implement individualized education plans (IEPs) tailored to meet the unique needs of each student.
- Collaborate with classroom teachers, counselors, parents, and the SEN Team to ensure cohesive and effective support strategies.
- Adapt and differentiate curriculum and teaching methods to provide equitable access to learning for SEN students.
- Provide direct instruction and support to SEN students in specialized settings.
- Monitor student progress and adjust interventions as needed to promote academic and social development.
- Assessing and evaluating student performance and progress.
- Advocate for students' needs within the school community and ensure their rights to an inclusive education are upheld.

- Build communication with all stakeholders related to the SEN students.

**Aide Teacher**

- Support the development and implementation of the Individualized Education Plan (IEP) under the guidance of the SEN Coordinator, school counselor, and classroom teacher.
- Assist students with Special Educational Needs (SEN) in accessing the curriculum through one-on-one support, using strategies appropriate to their individual needs
- Provide behavioral, emotional, and academic support to promote student independence and engagement in learning and social interactions around the school.
- Collaborate and communicate regularly with the classroom teacher, SEN Team, SEN Coordinator, and parents to monitor student progress and challenges.
- Assist in preparing and adapting learning materials to ensure accessibility for SEN students.
- Maintain confidentiality and respect the dignity of students with SEN.

**Parents**

- Play an active and collaborative role in their child's education
- Communicate clearly and promptly to the school regarding their child's needs, strengths, and challenges. Provide appropriate and up-to-date documentation required for the application of multi-tiered support systems.
- Act in advance to obtain professional documentation, if needed.
- Agree with and support the school's professional decisions regarding the implementation of multi-tiered support system, inclusive practices, and academic placements, in the best interest of the student.
- Maintain respectful and constructive communication with all members of the school team.
- If an external professional consultation and intervention is required, all costs will be covered by the parents.

**Students**

- Ask for information and support if they encounter barriers to learning
- Participate actively in discussions for assessment of special education need for them
- Indicate their interests and choices when working on IEPs for them
- Become familiar to their learning goals and reflect on their progress regularly

**External Parties**

- Provide assessments to diagnose and support appropriate intervention planning.

- Provide expert input to guide the development of Individualized Education Plans (IEPs) and ensure goals and supports align with each student's unique profile.
- Provide services to support the implementation of Individualized Education Plans (IEPs).
- Providing therapeutic and medical support that complements school-based strategies and helps students function effectively in the learning environment.
- Offer consultation and training for school staff and families to improve understanding, skills, and inclusive classroom practices.
- Collaborate with the school team to review progress, adjust strategies, and ensure that support remains relevant and responsive to student needs.

## Article 6: Identification

1. **New Students**

   As part of the enrolment process at Sekolah Bogor Raya, parents or guardians are required to provide honest and accurate information regarding their child's condition, including any known health issues, psychological issues, learning difficulties, disabilities, or special educational needs. This information must be submitted through the admission form or during the parent interview, which is designed to gather relevant details about the student's developmental, academic, behavioral, and health history.

2. **Existing Students**

   Once a student has commenced their studies, teachers and staff should monitor and, where appropriate, refer the student to VP if they observe any of the following concerns:

- Academic/ learning difficulties
- Specific learning disabilities
- Low levels of concentration or sustained inattention
- Behavioural problem (e.g., frequent disruptions, aggression)
- Inability to socialise (e.g., isolation, difficulty making friends)
- Frequent absences or patterns of unexplained lateness
- Noticeable changes in behaviour following family issues, illness, or other stressors
- Any other concerns affecting the student's well-being or performance, whether inside or outside the classroom

## Article 7: Referrals and Reporting

The VPs will receive and sort information about the identified students. Cases requiring support from the School Counselor will be addressed directly to understand the background of the student and his problems better. If there are any significant findings regarding the student's situation, the School Counsellor will report them to the

Principal or Vice Principal. Principals will forward these findings to the Academic Director if necessary. If external involvement (e.g., doctors, psychologists, or therapists) is needed, the matter will be discussed with the teacher and parent/guardian. Counselors will provide referrals as appropriate.

## Article 8: Support

Sekolah Bogor Raya is committed to providing a continuum of support to meet the diverse needs of all students through a Multi-Tiered System of Support (MTSS). MTSS is a proactive and data-informed framework used to identify and implement the most effective strategies for helping each student achieve their learning goals. It ensures that all students are provided with equitable opportunities to grow, develop, and succeed within an inclusive learning environment. Support is provided at three tiers:

**Tier 1: Universal Support**
All students receive high-quality, differentiated instruction within the general education classroom. Teachers implement inclusive practices and environment, classroom accommodations, and positive behavior strategies to address diverse learning needs and promote active participation.

**Tier 2: Targeted Support**
Students who need additional help receive targeted interventions in small groups. These supports may focus on specific areas such as literacy, numeracy, social-emotional skills, or executive functioning. Interventions are monitored regularly to assess effectiveness and adjust as needed. Types of support includes, but not limited to, remedial, extra class, social skills group, adapted assignments, etc.

**Tier 3: Intensive and Individualized Support**
Students with significant and persistent needs receive individualized, intensive interventions, which may include specialized instruction, therapy services, academic support program, Individualized Educational Plan (IEP), Individualized Behavior Program (IBP) etc.. These supports are designed in collaboration with specialists, families, and relevant stakeholders to ensure alignment with each student's strengths and needs.

MTSS at Sekolah Bogor Raya reflects our belief that every student can learn and thrive when provided with the right support at the right time. It reinforces our commitment to inclusive education by promoting early identification, collaboration, and responsive instruction for all learners.

To provide this support, teachers are expected to apply appropriate differentiation in content, process, product, and learning environment to ensure that each student can access the curriculum and demonstrate their understanding in ways aligned with their strengths. This may involve:

- differentiated process - enrichment activities, small group instruction or one-on-one support, using different learning strategies (e.g., visual, auditory, kinesthetic), providing extended time;
- differentiated content - level of complexity, depth, or breadth of subject matter, tiered reading materials, different levels of complexity;
- differentiated assessment - additional time, varying assignment types (e.g., written reports, presentations, art projects), using different assessment methods (e.g., portfolios, self-assessments), tiered rubrics.

Classroom level differentiation may also be supported from outside the classroom by help in completing homework, academic tutoring by the teacher or fellow students and counselling by the Student Services department, if needed. The type of differentiation is decided by the teachers based on their judgment of the student's needs. The support system is collaborative and dynamic, involving teachers, the SEN team, counselors, and parents to ensure that every student is supported holistically and equitably.

This inclusive education flowchart can be seen in these links:

1. Student Support Flowchart
2. SEN Program Flowchart

## Article 9: Confidentiality

All stakeholders must maintain confidentiality in all matters related to student information. Any data collected from students, parents/guardians, teachers, or other sources will only be shared with authorized staff members when necessary to support the student's educational needs. Access to student data is limited to the Principal, Vice Principal, Academic Director, School Counselor, and SEN Coordinator, only for purposes directly related to student support.

Personal information, including test results, may be shared with teachers and parents/guardians when relevant and appropriate. Information will only be shared with other parties if required for the safety and wellbeing of the student or others. Data will not be used for any purposes other than the educational interests of the school.

All student records will be securely stored and protected in accordance with school policies (Nondisclosure Agreement). The use, access, and storage of information will follow strict guidelines to respect and protect student privacy.

## Article 10: Policy Review

This policy will be reviewed every one year at the end of the academic year by the related stakeholder. The next review is due in June 2026.

## Article 11: References


"Approaches to Teaching and Learning in the Diploma Programme." International Baccalaureate Organisation, Jan. 2015.

"Candidates with Assessment Access Requirements." International Baccalaureate Organisation, May 2009."Diploma Programme: from Principles to Practice." International Baccalaureate Organisation, Apr. 2015.

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"Learning Difficulty or Learning Disability." *Mindroom RSS*, www.mindroom.org/index.php/learning_difficulties/what_are_learning_difficulties/learning_difficulty_or_learning_disability/.

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"Programme Standards and Practices." International Baccalaureate Organisation, Jan. 2014.

"The Short-and-Sweet IEP Overview." *Center for Parent Information and Resources*, www.parentcenterhub.org/iep-overview/.

"Types of Learning Disabilities." *Learning Disabilities Association of America*, ldaamerica.org/types-of-learning-disabilities/.