



## **YIS Learning Diversity and Inclusion Policy in Early Years and Primary School**

### **Special Educational Needs in IB Programs (International Baccalaureate Programs 2011)**

*“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. Inclusion is more about responding positively to each individual’s unique needs. Inclusion is less about marginalizing students because of their differences...”*

### **Philosophy**

At YIS, we believe that all learners have their own unique capabilities and needs, that shall be considered to help them meet/exceed their academic and non-academic potential. We apply approaches and support systems that address the individual needs and diverse learning styles of students, including those identified with special needs (special education, gifted and talented, and English as an Additional Language Learners). By recognizing the diversity of our collective learning community, we support the development of internationally-minded people.

### **Inclusion**

At YIS we believe in an inclusive environment, and we aim to include all students in all activities that they are physically and mentally capable of. However, mainstream education also includes subjects in which a particular activity or areas of study may not be accessible for some special need students. If that is the case, YIS will work with teachers, support staff and parents to look for an alternative learning experience inside the school, or if that is not reasonably possible, outside the school.

### **Learning Diversity**

At YIS, we recognize that all students learn differently and, therefore, may require varied instructional strategies, curricula, learning engagements and assessments of their progress. We use differentiated instruction in the general education classroom to adapt to the identified needs of each student. Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their individual interests and experiences, conform the PYP pedagogy. By paying due attention to the diverse individual learning needs, students will be able to participate in the learning community of the school, where everyone has his/her distinct strengths and challenges. In planning a differentiated learning process, teachers will consider five essential elements (content, process, product, learning environment and assessment), which are reflected in their planners. Inquiry-based learning builds on the distinct interests and abilities of individual students to inspire and engage students with diverse needs. Open-ended tasks and performance assessments are intended to optimize the opportunities for all students to make progress in their learning process. Students are encouraged to reflect on their approaches to learning, and on their adherence to the IB Learner Profile attributes, both during teaching units, as well as at the end of the units, using their portfolios for reference.



### **Diagnosis of a Special Educational Needs**

When parents enroll a student in the YIS, they must indicate any special education needs that their child may have that could affect their learning process, so that the school can consider appropriate measures to accommodate such needs when the student attends class. Also, when a student is enrolled in the YIS with a record or documentation that indicates above-average intellectual or academic ability, their needs shall be considered through differentiated teaching approaches and learning subjects.

### **Intervention**

When a student requires additional academic or behavioral support beyond the general grade level expectations, a 'scaffolding system' can be put into place to address the specific needs of the concerned student. Such a 'scaffolding system' can comprise a package of interventions that support the student in any subject area or any behavior issue taking into account the student's special needs, within the limits of the capability of the school.

Yogyakarta, 1 February 2018

*\* The YIS is pursuing authorization as an IB World School for PYP. Only schools authorized by the IB Organization can offer the Primary Years Programme (PYP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*