



Bali Island School
for a World-Class Education

Inclusion Policy & Procedures





Bali Island School

for a World-Class Education

Inclusion Policy and Procedures

Verification Date: 17 November 2025

Review Due Date: May 2027

BIS Guiding Statements

Vision: To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission: Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers **Communicators** Principled **Open-minded** Caring Risk-takers
Balanced Reflective

Related BIS Policies or Procedures

Admissions Procedures ([Hyperlink](#)), Language Procedures ([Hyperlink](#))

Table of Contents

BIS Guiding Statements	2
1. Introduction	4
2. Purpose of the Policy	4
3. Guiding Principles	4
4. Scope of the Policy	5
5. Definitions	5
6. Admissions	5
7. Identification and Support of Diverse Learners	6
	9

1. Introduction

Bali Island School (BIS) recognizes the right of every student to receive an education that caters to their unique needs and supports their growth as lifelong learners. Inclusion is the act of creating an environment or culture that welcomes and values every person as a unique and valuable member of our community. This includes students with any physical disabilities, and inclusion of students from any racial, gender, economic, cultural, or other minority group. All members of the community (Students, Staff, Leadership team, Parents, and Guardians) have a duty to encourage, mentor, support, and celebrate behaviors that contribute to this end. This Inclusion Policy reflects our commitment to the principles of equity, access, and respect for diversity, aligning with the International Baccalaureate (IB) framework and international best practices.

2. Purpose of the Policy

The purpose of this Inclusion Policy is to:

- Outline our definitions, policies, procedures, and other relevant information as it pertains to providing an inclusive school environment.
- Outline our strategies for identifying and supporting students with diverse learning needs.
- Ensure that all members of the school community understand their roles and responsibilities in implementing inclusive practices.
- Promote collaboration among students, parents, teachers, and external agencies to support every learner.
- Ensure that all legal requirements are met.

3. Guiding Principles

The policy is underpinned by the following principles:

1. **Respect for Diversity:** Inclusivity requires recognizing, respecting, and valuing people from different backgrounds, cultures, and identities. Recognizing and valuing individual differences, including abilities, languages, and learning needs.
2. **Equity:** Providing all students with access to high-quality education and opportunities to achieve their potential. Inclusivity means ensuring that everyone has access to the same opportunities, resources, and benefits. This involves identifying and addressing barriers that prevent certain groups from accessing resources or participating fully.
3. **Collaboration:** Encouraging partnerships among educators, families, and external professionals to support student learning. Inclusion involves creating a collaborative and supportive community where individuals work together to achieve common goals. This includes fostering a culture of respect, openness, and collaboration.
4. **Whole-School Approach:** Promoting inclusion as a shared responsibility and also an inclusive mindset and culture across the entire school community.
5. **Continuous Improvement:** Inclusion is a continuous process that requires ongoing reflection, evaluation, and improvement. This involves regularly assessing the effectiveness of current practices and making changes to better serve all individuals in the community.

4. Scope of the Policy

This policy applies to all BIS students, staff, and stakeholders. It encompasses practices related to admissions, teaching, learning, assessment, and the overall school environment.

5. Definitions

- **Inclusion:** An inclusive approach acknowledges that all children can learn and that every child has unique characteristics, interests, abilities and learning needs. It is an ongoing process aimed at increasing access and engagement for all students by identifying and removing barriers. At BIS, inclusion is the process of “systemic reform” involving changes in content, methods, approaches, structures, and strategies in education, so that all students can have an equitable and participatory learning experience.
- **Students of Determination:** Students with physical, cognitive, emotional, or social needs requiring additional support.
- **Differentiation:** Adapting teaching methods and materials to address the diverse needs of learners.
- **Access Arrangements:** Changes or accommodations to learning and assessment conditions to enable equitable participation.

6. Admissions

BIS values diversity and is committed to fostering an equitable, inclusive, and just school environment. Our admissions process is guided by the following principles:

- We recognize and respect the diverse backgrounds, abilities, and identities of all applicants, ensuring fair consideration for admission.
- BIS does not discriminate based on race, ethnicity, nationality, gender identity, sexual orientation, religion, socio-economic status, disability, or any other protected status.
- Admissions decisions take into account the whole child, including their unique strengths, talents, and potential contributions to the school community.
- We strive to accommodate students with diverse language backgrounds.
- We strive to provide accommodations and support to meet the needs of students with unique learning profiles, mild to moderate learning differences, or other exceptionalities, in alignment with the human and physical resources available at BIS.
- We require parents/guardians to share relevant medical, psychological, or educational assessments during the application process to analyze resources and ascertain our ability to support each child's educational needs.
- BIS actively collaborates with families, educators, and community organizations.

BIS is committed to an inclusive admissions process, ensuring no child is denied access based on their learning needs. Our admissions procedures will:

- Consider the school's capacity to meet the specific needs of the student, depending on our available human and physical resources.
- Require parents/guardians to share relevant medical, psychological, or educational assessments during the application process.
- Ensure equitable access to resources and support systems for all admitted students.

7. Identification and Support of Diverse Learners

7.1 Identification

Students requiring additional support are identified through:

- Further information and input gathered from the family.
- A history of the student's educational progress in the general curriculum. This includes information provided by teachers regarding the student's specific abilities in relation to the learning standards of BIS's curriculum.
- Observation of the student, to assess attention skills, participation behaviors, communication skills, working memory, and social relations with groups, peers, and adults.
- Standardized assessments, diagnostic evaluations, screening tools, and class work are deemed appropriate for gathering data.
- Input from the student
- Recommendation for a health, vision and hearing screening.

- Recommendation for a psychological, emotional, or educational evaluation by an external specialist if determined necessary.

We prioritize early identification and ongoing monitoring to provide timely and effective interventions.

7.2 Support Framework

Support is categorized into three tiers:

- Tier I / Universal Support: High-quality, evidence-based core curriculum and teaching practices provided to all students to meet grade-level expectations. Differentiation within the classroom is incorporated to cater to diverse needs.
- Tier II / Targeted Support: Targeted, supplemental intervention provided to a small group of students who are struggling to meet grade-level expectations after receiving universal (Tier 1) instruction. This support is delivered in addition to core classroom instruction and focuses on specific skill deficits, using small group formats and progress-monitoring data to guide adjustments. Instruction addresses identified needs.
- Tier III / Intensive Support: Intensive level of support providing individualized, data-driven interventions for students. Interventions are guided by ongoing progress monitoring and data from assessments to ensure they are meeting the student's needs. A team of adults, including teachers, specialists, counselors, and family members, works together to coordinate the intervention or Individualized Education Plans (IEPs) and one-on-one support for students with significant needs, where our human and physical resources can provide support.

7.3 Collaboration and Communication

To ensure effective support, collaboration among educators, specialists, parents, and students is essential. This includes:

- Regular meetings between teachers, learning support staff, and parents.
- Clear documentation of student progress and accommodations.
- A multidisciplinary approach involving external specialists when needed.

7.4 Professional Development

The school is committed to ongoing professional development to equip staff with strategies for inclusive education, such as:

- Training on differentiated instruction and universal design for learning (UDL).
- Workshops on supporting students with learning differences, including giftedness and twice-exceptionality.
- Collaborative learning opportunities among educators to share best practices.

7.5 Inclusive Learning Environment

The school fosters an inclusive environment by:

- Evaluating learning spaces and resources to make them accessible and applicable for identified learning needs
- Promoting a culture of respect and acceptance for diverse learning profiles.
- Implementing policies to prevent discrimination and provide equitable opportunities.

7.6 Monitoring and Review

To maintain the effectiveness of the inclusion policy, the school will:

- Conduct periodic reviews of support structures and interventions.
- Collect feedback from students, parents, and staff.
- Adjust policies and resources as needed to enhance inclusivity.

8. Roles and Responsibilities

8.1 School Leadership

- Foster a culture of inclusion.
- Allocate resources to support inclusive practices.
- Oversee the implementation and review of the Inclusion Policy.
- Ensure compliance with local and international standards for inclusion.
- Support professional development opportunities for staff.
- Communicate the importance of inclusion to all stakeholders.

8.2 Teachers

- Differentiate instruction to meet diverse needs.
- Collaborate with the Student Support Team to implement Individualized Learning Plans (ILPs).
- Participate in professional development on inclusive practices.
- Foster an inclusive and respectful classroom environment.
- Use data-driven approaches and research-based intervention strategies to assess and support student progress.
- Engage in regular communication with parents/guardians regarding student progress.

8.3 Student Support Team

- Coordinate support for students with identified needs.
- Develop and monitor Individualized Education Programs (IEPs) for students with identified needs.

- Develop and monitor Individualized Learning/Accommodation Plans (ILPs) for students receiving Tier II targeted support
- Provide staff with training and guidance on inclusive practices.
- Provide training and guidance to staff on data-driven approaches and research-based intervention strategies to assess and support student progress.
- Conduct assessments to identify student needs and recommend interventions.
- Liaise with external professionals when necessary.
- Advocate for students with diverse learning needs.

8.4 School Counselor

- Coordinate with the SST team to support students' social and emotional well-being.
- Provide individual counseling, small-group support, and crisis intervention when needed.
- Offer training and guidance to staff on how to respond effectively to students' social and emotional needs.
- Consult with parents and help facilitate clear communication between families and the school.
- Support students in preparing for transitions between grades.

8.5 Parents/Guardians

- Share relevant information about their child's educational background and learning needs.
- Collaborate with the school to support their child's learning.
- Participate in meetings related to their child's education plan.
- Encourage and reinforce learning strategies at home.
- Foster positive attitudes towards inclusion and diversity.

8.6 Students

- Engage actively in their learning.
- Respect and support their peers.
- Communicate their learning needs and advocate for help when necessary.
- Contribute to an inclusive school environment.

9. Access Arrangements for Assessment

BIS ensures that students with identified needs are provided with appropriate access arrangements, such as:

- Extended time.
- Use of assistive technology.
- Modified assessment formats.

These arrangements are applied consistently across teaching, learning, and assessment practices.

At BIS, we are committed to ensuring that students with documented learning needs have equitable access to assessments in accordance with the International Baccalaureate (IB) policies and principles of inclusion. This policy outlines the access arrangements available to support students in demonstrating their knowledge and skills fairly. These may include, but are not limited to:

- **Extended time:** Additional time to complete assessments based on the student's specific needs.
- **Assistive technology:** The use of tools such as speech-to-text software, screen readers, and electronic note-taking devices.
- **Modified assessment formats:** Adjustments such as enlarged text, Braille, or alternative response formats.
- **Separate setting:** A quiet, low-distraction environment for students who require it.
- **Reader or scribe support:** Assisting students who need help with reading or writing due to a disability.
- **Rest breaks:** Allowing breaks during assessments for students with medical, physical, or attentional needs.

These arrangements are applied consistently across teaching, learning, and assessment practices.

10. Inclusive Teaching and Learning

BIS is committed to fostering an inclusive learning environment that supports all students, including those with diverse learning needs, backgrounds, and abilities. Our inclusive teaching and learning practices ensure that every student has access to meaningful educational experiences.

10.1 Differentiation

Teachers at BIS use differentiated strategies to:

- Address varied learning styles and preferences.
- Scaffold learning to support student progress.
- Provide opportunities for all students to demonstrate understanding.

Teachers at BIS implement differentiated strategies to:

- Address varied learning styles and preferences.
- Scaffold learning to support student progress.

- Provide opportunities for all students to demonstrate understanding in ways that reflect their strengths.
- Adjust content, process, and product based on student readiness, interests, and learning profiles.
- Use formative assessments to inform instruction and provide targeted support.

10.2 Accessible Learning Approach

BIS incorporates learning principles by:

- Offering multiple means of engagement, representation, and expression.
- Creating flexible learning environments.

BIS incorporates equitable learning principles to create accessible, flexible, and student-centered learning experiences. Inclusive instructional strategies are embedded in our teaching and learning practices by:

- **Providing Multiple Means of Engagement:** Offering choices to sustain motivation, fostering collaboration, and promoting self-regulation to support student learning.
- **Providing Multiple Means of Representation:** Presenting information in varied formats (e.g., visual, auditory, kinesthetic) to ensure accessibility for all learners.
- **Providing Multiple Means of Action and Expression:** Allowing students to demonstrate their understanding in different ways (e.g., written, oral, project-based assessments).
- **Creating Flexible Learning Environments:** Designing classrooms and activities that accommodate a range of learning preferences, strengths, and needs.

11. Professional Development

BIS provides ongoing professional development as part of our PDP to equip staff with skills and knowledge in:

- Differentiated instruction.
- Managing diverse classrooms.
- Supporting students with specific needs.

At BIS we are committed to fostering an inclusive learning environment by equipping our educators with the skills, knowledge, and strategies necessary to support diverse student needs. As part of our Professional Development Program (PDP), all staff engage in ongoing training in the following key areas:

- **Differentiated Instruction** – Implementing strategies that address diverse learning styles, abilities, and interests to ensure all students have access and engage with the curriculum effectively.
- **Managing Diverse Classrooms** – Creating inclusive, supportive, and culturally responsive learning environments that promote equity and belonging for all students.

- **Supporting Students with Specific Needs** – Understanding and implementing best practices for accommodating and modifying instruction to support students with disabilities, giftedness, and twice-exceptionality (2e).

Professional development is delivered through workshops, coaching, collaborative learning communities, and external training opportunities. This ensures that all educators remain up to date with evidence-based practices and are well-prepared to support student success within an inclusive school culture.

12. Monitoring and Evaluation

The Student Support Team, in collaboration with school leadership, will:

- Regularly review and update IEPs.
- Conduct annual evaluations of the Inclusion Policy.
- Collect feedback from students, parents, and staff to improve practices.

The Student Support Team, in collaboration with school leadership, will ensure continuous improvement in inclusive practices through:

- **IEP Review & Updates:** Regularly reviewing and updating Individualized Learning Plans (ILPs) to reflect student progress, needs, and goals.
- **Policy Evaluation:** Conducting annual reviews of the Learning Support and Inclusion Policies, along with the Student Support Handbook, to evaluate their effectiveness and ensure alignment with best practices and school objectives.
- **Stakeholder Feedback:** Gathering input from students, parents, teachers, and support staff to inform decision-making and enhance inclusive practices.
- **Data-Driven Decisions:** Using academic performance data, behavioral observations, and qualitative feedback to monitor student progress and refine interventions.
- **Professional Reflection:** Encouraging staff training and reflection on inclusive strategies to ensure ongoing professional growth.

13. Confidentiality

All information regarding students' needs and support plans will be treated as confidential and shared only with relevant stakeholders.

The school is committed to maintaining the confidentiality of all student information, particularly regarding learning needs, support plans, and accommodations. Confidentiality ensures that students receive the support they need while respecting their privacy and dignity.

- All information related to students' learning needs, diagnoses, and support plans will be treated as strictly confidential.

- Access to this information will be limited to relevant stakeholders, including teachers, learning support staff, counselors, and administrators directly involved in the student's education.
- Parents and guardians will be informed about the school's confidentiality policy and must provide written consent before sensitive information is shared with external professionals.
- Staff members are expected to discuss student needs only in professional settings and with individuals who have a legitimate educational interest.

Electronic and physical records containing student information will be securely stored and protected.

14. Legal Requirements

This policy aligns with Bali Island School (BIS) governance and operational documents, including the Parent–Student Handbook, Staff Handbook, Child Protection Policy, and the School Constitution and by-laws. BIS is committed to safeguarding every child's right to education and to non-discrimination in accordance with the United Nations Convention on the Rights of the Child (United Nations, 1989).

BIS affirms the right to inclusive education for persons with disabilities as articulated in Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and commits to removing barriers to access, participation, and learning through appropriate supports and reasonable accommodations (United Nations, 2006; United Nations Committee on the Rights of Persons with Disabilities, 2016).

BIS complies with applicable Indonesian laws and regulations, including Law No. 20 of 2003 on the National Education System and Minister of National Education Regulation (Permendiknas) No. 70 of 2009 on Inclusive Education (Republic of Indonesia, 2003; Ministry of National Education, 2009).

As an international school, BIS aligns its inclusive practices with relevant international school frameworks and accreditation standards, including the IB Access and Inclusion Policy (International Baccalaureate Organization, 2018).

- Where legal, ethical, and professional standards differ, BIS will apply the standard that most strongly protects student rights, access, safety, and dignity.

15. Conclusion

BIS's Inclusion Policy reflects our commitment to creating a supportive, equitable, and enriching educational environment. By embracing diversity and promoting collaboration, we aim to empower every student to thrive.

BIS's Inclusion Policy reaffirms our dedication to fostering a learning community where every student feels valued, supported, and empowered. By prioritizing equity, diversity, and collaboration, we ensure that all learners, regardless of their abilities, backgrounds, or needs, have access to meaningful educational experiences. Through ongoing reflection and a commitment to best practices, we strive to create an environment where every student can reach their full potential and contribute to a more inclusive society.

16. References

- <https://csie.org.uk/what-is-inclusion/> (2025)
- Aldar Education Inclusion Policy (2024).
- Benjamin Franklin International School (2023).
- Candor International School Inclusion Policy (2022).
- International Baccalaureate (2023). Access and Inclusion Policy.
- Maldives Inclusive Education Policy (2021).
- Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 70 Tahun 2009, Tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.
- Undang-Undang Republik Indonesia, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional.
- United Nations (1989). Convention on the Rights of the Child.
- United Nations (2006). Convention on the Rights of Persons with Disabilities.
- United Nations Committee on the Rights of Persons with Disabilities (2016). General Comment No. 4: The right to inclusive education.

17. Review completed Nov. 2025.