

# Angel Kindergarten Inclusion Policy

## Our Mission

*We nurture students that take on challenges,  
care for and collaborate with others*

## Our Vision

*We strive to create a community which  
promotes lifelong learning and  
knowledgeable international minded people.  
Our children will grow into adults who are  
kindhearted and takes on challenges.*

Angel Kindergarten believes inclusion is an important aspect in improving our community. Diversity is natural, therefore we strive to adapt our planning and learning to the needs of our students, staff and stakeholders. This inclusion policy will support the community in our journey towards being caring and open-minded.

The Japanese Ministry of Education (MEXT) states in their Course of Study for Kindergarten section 2, article 2 states “With regard to instructing children with disabilities, the content of instructions and instruction methods should be devised systematically and organizationally in accordance with the needs of individual children and should encourage children to develop their lives to the full within their peer group. This should be achieved by seeking advice and assistance from school for special needs education, etc., and formulating individual instruction plans and assistance plans in cooperation with families and relevant medical institutions, welfare services, etc. ”

Furthermore, the International Baccalaureate states that “It is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners.”<sup>1</sup>

Students who wish to join Angel Kindergarten go through an interview process together with the stakeholders. The interview is conducted by the homeroom teachers. This is to understand what kind of person the student is, their needs and how we can support them when he or she joins the community. Teachers are then informed of the students' needs and strive to adapt their way of communication. To inform the whole teaching staff about students with special needs, we have daily communication regarding students during morning and afternoon teacher assemblies. Each class has two teachers assigned to it, which enables them to address their students' needs.

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<sup>1</sup> Learning diversity and inclusion in IB programmes, p.4

The kindergarten has instruction plans for students with special needs. The plans are written by the homeroom teacher, in collaboration with the vice-principal, other teachers and a special needs counselor certified by the Japan Association of the Special Education Needs Specialist (SENS). The counselor visits once a week to observe and advise the Japanese staff. Workshops for the Japanese teachers are also held regularly. The teacher strives to improve their planning and class environment to make it more accessible for each student. Collaborative meetings give the teachers time to support each other in their improvement, as well as receive support from the pedagogical leadership team (PLT). Continued staff development in order to support students with special needs is necessary to create a better and more inclusive community.

As stated in the Angel Kindergarten language policy, we regard language as a tool to convey our thoughts and feelings, however not to be limited speaking. This allows students who might not be comfortable with speaking or come from a different heritage to express themselves in other ways. This allows for better inclusion within the community.

Angel Kindergarten regards open-mindedness, caring and collaboration as important factors in our community. Therefore we encourage students to interact with each other beyond heritage, sex and age.

This concludes the Angel Kindergartens inclusion policy.