

XX School

Inclusion/Special educational needs policy and procedures

Promoting educational excellence for all students

Adopted: <Insert Date>

Revised: <Insert Date>

RATIONALE

The purpose of XX School is to engage every student so that they achieve at the highest possible level of their learning and well-being through quality care and teaching. Among this group of young people will be students with special educational needs who may require support or encouragement in order to gain access to and participate in a broad, balanced curriculum.

This policy sets out our commitment to ensuring that students with special educational needs gain the necessary knowledge, skills and attributes to achieve to their highest level of learning and participate successfully in our society.

Through the provision of inclusive, challenging and supportive care and education practices, students with special needs will participate in learning that enriches their life and maximizes their achievements.

This will be achieved through socially inclusive policies, quality teaching practices, appropriate support provisions and flexible organizational arrangements that respect, respond to and value diversity in our education communities.

The policy outlines the responsibilities of all school personnel to provide an appropriate curriculum and to ensure an effective delivery of services and support to students with special needs. The policy is aligned to, and reinforces, the IB support documents *Meeting student learning diversity in the classroom* (2013).

This policy statement provides a framework for the delivery of teaching and learning practices, and the provision of services and support, to ensure that all students with special needs can enjoy the benefits of education in a supportive environment that values diversity, inclusion and participation. The placement, planning, evaluation and reporting procedures will follow the “Student Support Team (SST) – Process” already adopted by the school. The Learning Support Teachers will be responsible for reporting on the progress of each student to the SST on a regular basis.

It is based on the following principles and procedures:

Inclusion

XX School promotes an inclusive education system in which students with special educational needs are fully participating members of the community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Placement

The Principal will offer to consult with the parent(s) of a child who has special educational needs regarding the student's placement into an educational program in conjunction with counsellors, special educational needs support staff, and teachers.

The student will be integrated into the mainstream classroom at their appropriate year level. However, this does not preclude the appropriate use of resource rooms.

Planning and instruction

The school will ensure that an Individual Learning Plan (ILP) is designed to meet the student's needs with parental consent.

The ILP identifies the student's individual needs, pathway, goals and priorities for learning and is designed by the school psychologist in collaboration with the special educational needs teacher(s), parents, relevant professionals and the student, where appropriate, to develop the planning, delivery and evaluation of the student's personalized learning program. ILP's require the consent and cooperation of the parent(s).

All variations of the curriculum will need to be documented in the student's counselling file.

The principal will ensure that the ILP is reviewed at least once each per semester and that any significant information or curriculum adjustments are recorded on the counselling file.

Students utilizing Support Services will be assessed against the same criteria as students not utilizing Support Services, according to the IB PYP, MYP and DP assessment guidelines. However, modifications and modified task clarifications are provided for the students utilizing Support Services, such as adjustments to time span for the assessment, use of scaffolding materials, and manner of assessment delivery, for example, hearing the instructions for an assessment versus reading instructions.

The Principal will offer the parent of the student the opportunity to be consulted about the student's educational program, when requested to do so.

Evaluation and reporting

Standards for all students, including students with special educational needs, are developed with high but appropriate expectations for student achievement. Students with special educational needs are expected to achieve some, most, all or above school curriculum outcomes with support and/or encouragement.

The progress report(s) of a student who cannot meet the expected learning outcomes set out in the curriculum for the course or subject and year level must contain written comments describing:

- what the student is able to do
- the areas in which the student requires further attention or development
- the ways the student will be supported in his or her learning.

The written comments must contain a statement about the progress of the student in relation to the goals in his or her ILP. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and year level, and should describe the time period required to enable the student to demonstrate such learning.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

The School Report Card will contain information about modifications and accommodations for students with special learning needs. However, transcripts will show IB specific grades only for all students regardless of whether or not they receive Support Services.

Identification

All practices and procedures will follow the school's Student Support Team – Process:

