



St Brigid's College
Inclusive Education Policy

Date Issued: 2008
Date Reviewed: 2010
Date Reviewed: 2012
Date Reviewed: 2014
Date Reviewed: 2016
Due for Review: 2018

Rationale

IB programmes “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

(IB Mission Statement 2004)

The St Brigid's College community consists of members with diverse learning abilities and needs. We encourage and respect diversity in ability, and acknowledge the cultural, racial, ethnic and social backgrounds that exist among our students. The college recognises that differentiation of the curriculum is the most effective way for all students to access the curriculum and become fully engaged in the learning process so they can have every opportunity to reach their personal potential. St Brigid's College believes that this is best achieved through inclusive education and a strong belief that there needs to be a culture of collaboration that promotes mutual respect. It is through the college's ongoing commitment to inclusive education, that every student's unique needs are taken into consideration and the interests of all stakeholders are valued and respected.

“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.”

Learning Diversity in the International Baccalaureate programmes (2010)

Inclusive education is essential to the development of the whole student and helps to prepare members of our community for real world experiences.

An inclusive environment is a supportive learning environment and is the key to empowering individuals and allows all students to equally engage in meaningful learning. The college continually strives to provide a climate of acceptance and support.

Student learning is accommodated for primarily within the classroom setting, through the differentiation of the curriculum so all individuals have the opportunity to experience success. To address college priorities, individuals with higher literacy and/or numeracy needs, may be withdrawn to work individually or in small groups with learning support teachers.

St Brigid's College adheres to State, Federal and International guidelines governing the education of students with disability (Disability Standards for Education 2005), as well as the Australian Professional Standards for Teachers and the Mercy Education Limited Code of Conduct.

May 2016

Policy

All staff at St Brigid's College support inclusive education with a commitment to:

- Encourage every student to seek and develop the best in themselves;
- Honour and celebrate the uniqueness of every individual;
- Teach learners to be resilient and to enjoy life-long learning;
- Empower students to have a richer appreciation of the gift of learning;
- Enhance the confidence and self-esteem of all students;
- Facilitate students' effective participation and access to the curriculum;
- Take into account the different learning styles of all students;
- Allow all students to develop the Learner Profile qualities;
- Nurture a culture of valuing diversity; and
- Support individuals in reaching their full potential in all areas of the curriculum. This involves students who;
 - require acceleration and/or enrichment of learning and teaching programmes;
 - require intervention and additional support due to their identified needs; and
 - require support because English is not their mother tongue or first dialect.

Procedure

It is the responsibility of College staff to;

- Protect and foster the dignity of each student with learning differences.
- Give students every opportunity to develop the skills necessary to adapt to the challenges and changes of life: By doing so allowing for the development of the Learner Profile.
- Promote an environment in the classroom which allows for the acceptance of the uniqueness and differences of each student.
- Provide data and feedback, to assist with identifying and catering for the numeracy and literacy learning needs of students.
- Access Synergetic, to identify students who have been identified with specific learning needs.
- Read and apply relevant guidance from all documentation in Synergetic that outlines the needs of individual students.
- Identify students who may have literacy and/or numeracy difficulties through standardised testing and teacher feedback.
- Identify students who may benefit from extension in learning programmes through standardised testing and teacher feedback.
- Differentiate the curriculum to individually cater for students' needs. This includes scaffolding learning and extending learning opportunities.
- Differentiate assessment practices in accordance with IB Policy, sector and State requirements to meet the individual needs of students.

- Implement the necessary adjustments for individual students according to the Accommodation Plans in Synergetic.
- Create and implement Curriculum Adjustment and Individual Education Plans as needed; this is done in consultation with parents, students and the Curriculum Team Leader - Learning Differences.
- Teach collaboratively with colleagues to develop consistency with teaching programmes and ensure that shared goals are met.
- Liaise with all teachers, Year Team Leaders, Curriculum Leaders and Heads of School to support students identified with specific needs.
- Liaise with parents/guardians and others to meet student needs and implement recommendations that arise from testing.
- Direct and support Special Needs assistants with the implementation of Adjustment Plans and with the daily modifications to learning experiences.
- Liaise with the Special Needs consultants from the Catholic Education Office when required.
- Access the school's variety of resources when meeting the needs of students.
- Modify and adjust the classroom environment to allow all student to have equal access to the curriculum.
- Monitor, document and report on student progress including those students on Modified Reports and Individual Education Plans.
- Maintain confidentiality for all discussions and actions of students identified with specific learning needs.

Identification of Students

A variety of methods are employed for identification of learning differences amongst students.

- Early Years, On Entry Assessment Program, Online Interview (OLI) is undertaken early in the Pre-Primary Year, to ascertain the Literacy and Numeracy skills of children entering the formal school setting.
- The Early Years Literacy and Numeracy Data is an opportunity to collect and record school based Early Years data, for students in Years One to Three
- PAT-R Comprehension and PAT-Maths testing is conducted online for all Year Four, Year Five and Year Six Students.
- Standardised Spelling Assessments are conducted in years One to Nine.
- NAPLAN assessments in Years Three, Five, Seven and Nine are analysed to provide further data in identifying children with learning differences.
- Incoming primary schools are sent Student Profile forms to complete and return to the College with the aim of gathering further data on the learning needs of our students.
- Orientation Days testing is conducted for incoming Year Seven and all new Year Eight students: ACER General Ability Test (AGAT), PAT – Maths.
- Incoming Indigenous students in Secondary School are tested further for literacy when they arrive for Orientation with the goal of early identification.
- Further literacy testing is carried out for those students identified with specific learning needs through standardised testing and teacher feedback.

- Referral to psychologist or external consultants as required for detailed ability testing (for example WISC IV).