



Inclusive Education SEN Policy

Review Date: 16 December 2022

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AIA MISSION STATEMENT

The Academy's Vision is to have graduates who are well prepared and self-motivated to advance and to participate effectively as world citizens with Muslim values.

With this vision in mind, the Academy offers a broad and well-balanced contemporary curriculum with global perspectives within a caring and supporting learning environment.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These 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.

CONTENT

This document contains the Australian International Academy (**the Academy**)'s Policy on increasing access and engagement in learning for all students to create and maintain an inclusive educational environment (**Policy**).

APPLICATION & SCOPE

This policy applies to all teaching staff, non-teaching staff, Volunteers, Third Party Contractors, and External Education Providers (together, known as "**staff**" for the purposes of this Policy) and all Responsible Persons (including but not limited to School Board members) (**Responsible Persons**), collectively referred to as **staff**. This Policy also applies to all students enrolled at the Academy and all parents/carers/guardians of students enrolled at the Academy (**parents**).

PURPOSE

An increasing number of students with additional learning needs are taking their rightful place in inclusive educational settings and in mainstream settings.

Inclusive education can be defined as *'an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers; providing the right skills training, strategies and support, the majority of all students with special educational needs can be successfully included in mainstream education.'* (Special educational needs within the IB Programmes 2010)

At the Academy, we are aware and recognise that students develop and mature at different rates and in different ways; and have varied abilities and interests.

We also recognize and acknowledge our responsibility towards all students-the very able, the average and those with special needs.

Students with special needs include, but are not limited to:

- ☐ behavioural concerns and issues
- ☐ language difficulties
- ☐ mild to moderate intellectual impairments
- ☐ physical impairments
- ☐ specific learning difficulties
- ☐ specific skills and talents
- ☐ speech and physical impairments

1. PHILOSOPHY

At AIA planning for inclusion is a collaborative process and is coordinated by a Special Educational Needs (SEN) Team. As the SEN team we have adopted intervention programs and have developed individualised learning or educational plan (ILP) with the understanding that this practice is necessary for successful inclusion.

While planning for inclusion takes an individual focus, it also occurs within an *ecological* context. This means taking into account the broader ecology of the student, that is, all those things that affect or are affected by the student. Families, the classroom, the teachers, other students, the physical environment, cultural influences, the school community, society in general are all part of the individual's ecology.

In planning an **Inclusive Curriculum** we (as teachers) support students with enrichment, further support, and specific physical needs through a number of whole school structures and classroom-based approaches.

2. IDENTIFYING AREAS OF EDUCATIONAL NEED and ENRICHMENT (Kindergarten to Years 11-12)

The basis for deciding that a child has special needs is when a child is denied full access to the mainstream curriculum through challenges, difficulties, insufficient materials, resources and understanding in any or all of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical conditions

Students who require special assessment arrangements may display the characteristics of one or more of the special educational needs:

- Specific learning difficulties, language and communication disorders (e.g., dyslexia, dysphasia)
- Emotional and behavioural difficulties (e.g., ADD/ADHD, depression, anger, substance abuse)
- Physical and sensory conditions (e.g., sensory impairments, physical ability)
- Medical conditions (e.g., congenital heart disease, epilepsy, asthma, diabetes, allergies, leukemia and other cancers)
- Mental health problems (e.g., psychotic conditions such as schizophrenia, manic depression, eating disorders, anxieties and emotional distress)
- Severe Emotional Disorder
- Mental well-being
- Autism Spectrum Disorder

- Physical Disability
- Behaviour Problems
- Speech Impairment
- Gifted and Talented

For the IB Diploma Programme:

This refers to candidates with individual learning needs, who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.

It is essential for the SEN coordinator to have an open communication with the DP coordinator to ensure that the student receives:

1. Special consideration due to adverse circumstances.
2. Special exam arrangements if needed.

International Baccalaureate, 2010. IBO Special Arrangements: Special Educational Needs. Candidates with special assessment needs.

3. SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

To assist those students with particular educational needs, the Special Needs Coordinator, together with the IB Programme Coordinators, Head of School and relevant staff members will work together as team alongside the students, parents and families to:

- identify and assist students who have particular educational needs;
- use resources within the school & outside to diagnose learning difficulties & to plan/offer appropriate support to the students;
- work in **collaboration** to strive for successful **inclusion** inside and outside of the classroom
- communicate with teachers about the students' needs and ways of assisting them
- plan programmes & strategies which will assist them to develop to the best of their abilities
- communicate with parents about the student's needs & any programme of special assistance which has been developed for their child
- monitor & review students' progress
- ensure that classroom programmes & teaching approaches cater for the varied abilities & the variety of needs in our classrooms
- complete funding submissions to support Special Needs Programmes
- establish a Programme Support Group
- evaluate the Special Needs Programme and make recommendations

4. PROCESS OF INCLUSIVE and SPECIAL EDUCATIONAL NEEDS SUPPORT For Students

An inclusive education ensures all students have access to a quality education that meets their diverse needs. The School must make 'reasonable adjustments' to accommodate a student with special educational needs.

For inclusion to be successful, all teachers need:

- Good teaching practices
- Good content knowledge, and
- Student knowledge

The Special Educational Need Coordinator is primarily responsible for assessing, planning, monitoring and reviewing student's provision and progress.

STAGE 1: IDENTIFICATION/ DATA

Special Educational Needs staff administer a series of diagnostic tests for identification; including students at key entry points. Any learning issues can be identified early.

Initial identification of a student's educational needs is made by the class teacher through:

- ☐ assessments and diagnostic tests
- ☐ discussions with the parent
- ☐ observations
- ☐ previous school reports
- ☐ transfer sheets and assessment information / data
- ☐ NAPLAN, literacy and numeracy data

- a. Assessment of individual students will occur initial at the beginning of each academic year. Subsequent follow-up assessment will occur at regular periods throughout the year.
- b. The School will regularly and carefully review the quality of teaching for all pupils, including those with Special Educational Needs and determine the impact of any support being given

Teachers make referrals using the 'Referral Form' available on the School Intranet.

STAGE 2 PROVISIONS (Kindergarten to Year 10)

Provisions for students can be arranged for:

- Streamed classes according to academic level.
- Smaller class sizes in literacy & numeracy with an extra support teacher
- Senior School study break support.
- Focus teaching using topic pre/post test results.
- Direct instruction programs
- Differentiated teaching planning (content, process, product)
- Guidance on 'adjustment level selection' checklist (NCCD-support for schools)
- Interdisciplinary planning units
- Study skills workshop
- Social skills groups
- Implementation of Individual Education Plans using the ILP template
- Evidence-based intervention programs such as Reading Plus (see framework above)
- Extra-curricular programs (e.g. Chess, Galway debating, High Resolves, Art Club, Girl Guides, Scouts, Inter-school sports program).

PROVISIONS**(Year 11 and 12: NESA HSC, IB Diploma Programme)**

Special arrangements may include and require accommodations from either NESA:

- Additional time
- Rest periods
- Information and communication technology (ICT)
- Voice-activated technology
- Augmentative speech equipment
- Scribe
- Readers
- Communicators
- Prompters
- Modifications to examination papers
- Audio recordings of examination papers
- Transcriptions
- Alternative venues for examinations
- Extensions to deadlines
- Assistance with practical work
- Exemptions from assessment

Arrangements not requiring authorisation (at the discretion of the Programme coordinator):

- Examination in a separate room
- Seating arrangement
- Administer medication and/or refreshment to alleviate a medical condition such as diabetes
- Support / welfare person to attend
- Use of an aid (for example, coloured overlay, braille, audio amplifier/ radio, hearing aid, visionaid, a magnifying aid, coloured filter lenses)
- Receive instructions from a communicator
- If colour blind, the coordinator is permitted to name colours in an examination paper.

STAGE 3 COMMUNICATION

Communication of students with educational needs and provisions will be conducted through the following:

- SEN coordinator to attend Year Level and Faculty meetings
- SEN staff to provide relevant student support information and workshops
- Special Consideration for Years 11 & 12: NESA HSC and IB Diploma Programme
- SEN Staff and students to implement SMART goals and strategies and required meeting

5. TEACHING-LEARNING and IMPLEMENTATION

Procedures Implemented by the School are:

1. staff are involved in collaborative planning are all teachers who participate in a student's education anywhere along the learning continuum participate in this planning.
2. All staff work towards planning that:
 - safeguards the interests of all students
 - provides all students with equal access to the curriculum
 - makes it possible for all students to achieve their full potential
 - creates an effective, friendly and welcoming learning environment that facilitates the teaching and learning process
 - differentiates teaching and learning to provide a range of approaches for achieving common goals
 - makes use of differentiated assessment strategies and tasks which support all students in becoming advocates for their own learning
 - builds the self esteem of all students
 - promotes attitudes and characteristics identified in the IB Learner Profile

Classroom Learning

Special needs students spend most of their time in mainstream classes working on modified (or extension) programmes.

Integration students receive classroom support from aides and / or could be withdrawn from class to follow a separate programme.

Teachers are aware of their vital role in educating students with special needs and a variety of teaching methods and approaches to learning are used to accommodate the different learning styles & abilities as well as to assist students to become more effective learners.

Individual Learning Programmes (ILPs) and Tasks

In some specific learning areas the student may require an individual programme. This may be in language, mathematics or personal development.

These programmes are devised, implemented and evaluated by the Special Education Needs Coordinator, the Councilor, IB Programme Coordinator, NESA Coordinator, and/or Head of School.

Individual learning programmes (ILPs) will include:

GOALS:	short-term goals established for the individual student.
STRATEGIES:	teaching-learning strategies incorporated in the class
PROVISIONS:	individualised provisions to maximise the learning potential
OUTCOMES:	outcomes of the actions taken
TIME FRAMES:	time frames and specific times to review targets and outcomes

Review of Individual Learning Programmes will be reviewed and reported at regular intervals with the respective student and their parents.

Life Skills Programme (based on NESA Life Skills Curriculum Outcomes Years 7-10 and Year 11-12 HSC)

The Special Needs Programme aims to equip each integration student with essential life skills, such as:

- mastering the use of money
- telling the time
- confidence with using public transport, including reading the timetable.
- personal safety
- social skills
- measurement in everyday experience

A respective student's Individual Life Skills Programme would take account of the specific area of learning.

6. INCLUSIVE EDUCATION and SPECIAL EDUCATIONAL NEEDS SUPPORT GROUP

The SEN Support Group is established to help maximize the support within the school for the education of a particular student.

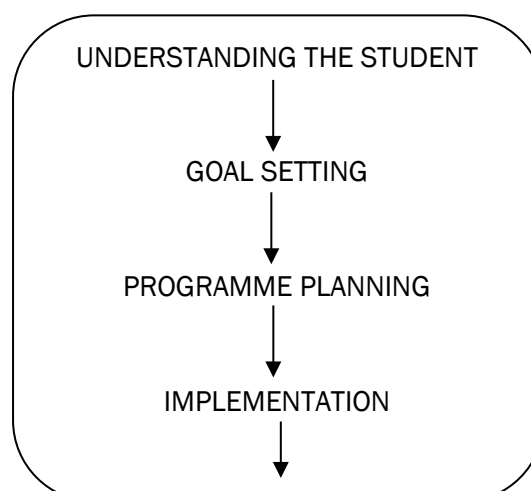
The members of the SEN Support Group consist of, but are not limited to:

- Parents of the student
- Teaching and non-teaching staff members
- Principal / Head of School
- Special Education Coordinator
- School Counsellor
- Primary and or High School Coordinator
- IB: PYP / MYP / Diploma Coordinator

The focus is on educational planning & monitoring of a student's progress.

This planning process will enable the facilitation of optimum learning outcomes for each student with special needs.

With planning and developing an individual programme for a student with special needs, the SEN Support Group is advised to use the following sequence:



EVALUATION

- a. Regular consultation with all staff involved in the education of students with special needs is vital, especially since many present complex educational challenges.
- b. Program Support Group Meetings are held each term and are attended by the Head of school or nominee, the parent, the parent's advocate (if desired), the special needs coordinator, the school counselor, and / or any other person involved with the student's learning.
- c. The student may be invited to the meeting. During the meeting a report on progress is given, parent concerns and questions are answered and plans for future development are discussed.

7. EXTERNAL SUPPORT

After discussion with parents/carers, the School may be required to consult and or refer students to outside specialists for further advice where appropriate, particularly:

- i. If the student:
 - continues to make little or no progress in specific areas over a long period
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group
 - has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
 - has ongoing communication or interaction difficulties
- ii. the school cannot meet the individual student's needs and requirements

Outside agencies and or consultants with which the School will consult with are, but are not limited to:

- AIS NSW
- Educational Psychology Service
- NSW NESA
- NSW Department of Education and Training
- NSW Health Units
- Occupational Health and Safety Therapists
- Physiotherapists
- Speech and Language Therapists

To support the Special Needs Programme the school will:

1. employ staff to undertake special education within the school.
2. develop individualised programmes suitable for students who have special needs.
3. recognize that the classroom teacher is the person most responsible for students with special needs
4. ensure that support & training is provided to the classroom teacher, teacher aides, and , as much as possible.



8. POST SECONDARY SCHOOL OPTIONS

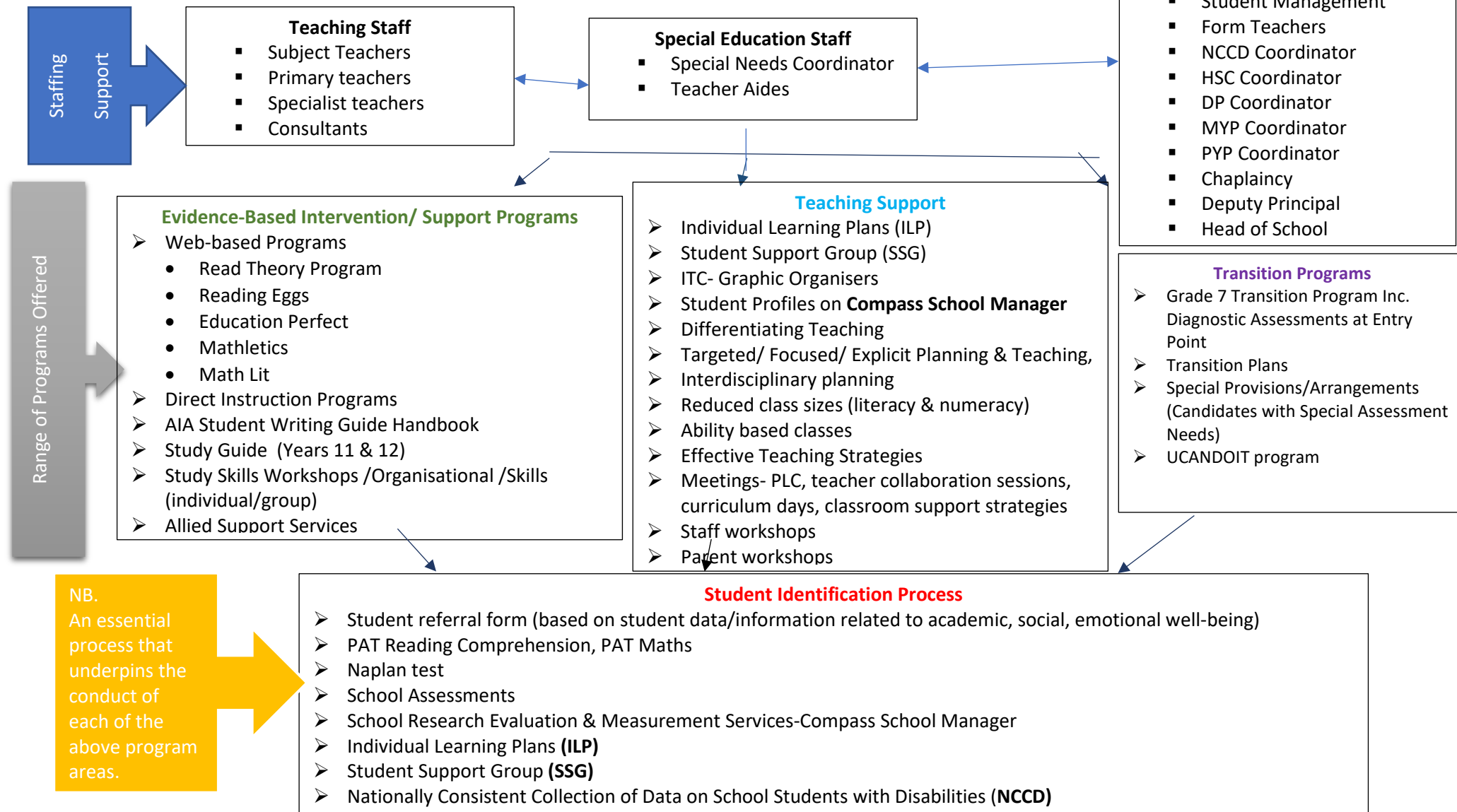
Students and parents are made aware of the further educational and work opportunities post their attendance and participation at Secondary School Level.

Several of these options are, but not limited to:

- TAFE Colleges and Schools
- Professional Education Courses
- Apprenticeships
- Work Experience Offers and Placements



AIA- STRATHFIELD CAMPUS INCLUSIVE EDUCATION FRAMEWORK



REFERENCE

Australia International Academy, Melbourne (2017). Inclusive Education / Special Educational Needs Policy.

International Baccalaureate (2018). Access and inclusion policy. International Baccalaureate Organisation: Cardiff, Wales: United Kingdom.

RELATED FORMS

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RELATED POLICIES

Admissions and Enrolment Policy and Procedures

Assessment and Reporting Policy

Inclusive Education SEN Policy

Language Policy

Student Management and Discipline Policy

POLICY REVIEW

Review of this policy, related policies, forms and resources will be undertaken every 3 years or otherwise as required under legislation or to meet the needs of the Academy, by the Legal and Compliance Officer and approved by the Academy Head.

REVISION/ MODIFICATION HISTORY

Date	Version	Current Title	Summary of Changes	Approval Date	Commencement Date	Approved by
16 December 2022	Update	Inclusive Education SEN Policy	Review and Updated	16 December 2022	16 December 2022	IHLC/ Academy Head