



Title:	Middle School Inclusion Policy
Summary:	Policy and procedures relating to inclusion for all Middle School students.
Intended Audience:	Students, staff, parents
Author:	MYP Pedagogical Leadership Team and Learning Support Team
Updated:	201909
IB Standard:	B1.5b
Distribution:	Web and Internal

Middle School Inclusion Policy

Background

The Middle Years Programme (MYP) has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops life skills for our middle school students. All students in the International Baccalaureate (IB) MYP programme should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organised in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of the MYP programme, NESA and The Armidale School.

The Armidale School is committed to nurturing the growth of individual students, as well as supporting their needs and differences. We also recognise that some students may require more support than others in order to access the curriculum. The school also recognises that there are students with high academic and creative ability whose talents must be nurtured and opportunity for growth provided. Through the support and inclusion of all students, we aim to provide opportunities to achieve individual goals while providing high quality education.

This policy is consistent with the obligations of all schools under the DDA and the Disability Standards for Education 2005, and aims to help guide the process of support available at The Armidale School for all students, in order to provide fair and equitable access to all that The Armidale School has to offer, including access to the MYP.

Policy

All teachers of The Armidale School follow the procedures outlined below regarding inclusion in Middle School. In cases where inclusion could be improved, coordinators will work with teachers closely to improve the opportunity for all students in the classroom.

Philosophy

It is a goal of The Armidale School to develop life-long learners, and to do so we need to remove barriers to learning for all students. Inclusion is an important aspect of The Armidale School's philosophy, where we believe that every child has the right to succeed. We believe that by providing support, it allows for all students to set and meet challenging education goals.

The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have diverse learning needs.

This policy outlines our commitment to ensuring that students with diverse learning needs gain the necessary knowledge, skills and attributes to achieve their highest level of learning and participate successfully in our community and in the MYP programme.

Definitions

Students with diverse learning needs, may:

- *display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education*
- *display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum*
- *have the aptitude to meet all curriculum and assessment requirements but require support*
- *require support to access teaching and learning activities which may include adjustments made by the teacher to learning processes (eg additional time), activities (eg simplified language) or the expected student response formats (eg. verbal instead of written)*

Responsibilities of Teachers

All teachers at The Armidale School share the responsibility of meeting students needs, by providing all students with access and participate on the same basis as other students including opportunities and choices as well as reasonable adjustments. Qualified and experienced teachers and support staff will collaborate, in order to support all aspects of learning needs in the school (including learning, support, enrichment, extension, EAL/D).

Differentiation

Differentiation is not about individualising learning or providing a different learning experience for every student. It is about making adjustments that personalise learning to reflect the needs, strengths and interests of all students. Effective teachers plan ways to respond to the needs and interests of all their students. This is a regular ongoing practice in every classroom, for every teacher.

The next tier of support includes, although is not limited to:

- In-class support by another teacher
- Literacy and numeracy intervention
- Diagnostic assessment of student abilities
- The development and creation of Individual Plans
- Modified curriculum and assessments

Assessment

All teachers at The Armidale School are expected to:

- Support the Middle Schools Academic Honesty Policy and provide students with advice when necessary;
- Follow the school's Assessment Policy;
- Provide instruction and support in developing ATL skills; including research skills, referencing skills and time management skills;
- Give specific requirements, and examples, of APA referencing for a variety of sources in their discipline area;
- Structure tasks, projects and assessments to encourage the development of all students;
- Ensure that modifications are made to assessments if identified in a student's Individual Plan;
- Modify an assessment task for students, which may include:
 - ❖ Adjustments to the process: additional time, rest breakers, quieter conditions, the use of a reader and/or scribe or specific technology;
 - ❖ Adjustments to the assessment task: rephrasing questions, simplified language, fewer questions or alternative formats for questions; or
 - ❖ Alternative format for responses: written point form instead of essays, scaffolded structured responses short objective questions or multimedia presentations.

Responsibilities of IB Coordinator and Head of Middle School

The school's leadership team has the responsibility to establish processes and procedures that support inclusion within the school. They can do this by:

- Providing time to share the policy with the wider school community, including teachers; and
- Working closely with subject coordinators, individual teachers and the Learning Support teachers to develop better practices within, and outside of, the classroom.

Response from the School

As a community, we understand the need to support and guide students when it comes to their education, and know that each individual's learning needs are different. Therefore, students with diverse learning needs will be dealt with individually, with the main outcome being a more individualised approach for that students to be able to access the curriculum, and strive for their best.

In the event that a teacher thinks a student may benefit from learning support, beyond the capabilities of the classroom teacher, then they are to follow the referral system to the Academic Support Coordinator who will determine the best way forward to address the child's needs.

In cases where any adjustments are made for individual students, the classroom teacher is

responsible for keeping a record of adjustments made for a student on their teaching programme. The evidence may include, but is not limited to, teacher judgements based on observation, specialist diagnoses reports, individualised/personalised learning planning, records of assessments, and records of discussions with parents and carers and (if appropriate) the student as part of the process for determining and providing adjustments.

This Inclusion Policy is to be reviewed on a regular basis to adhere to the principles of inclusion, reflect assessment guidelines as stipulated in IB documentation and updated regulations by the Australian and NSW Governments.

Works Cited

Australian Government. 1992. *Disability Discrimination Act 1992*. [ONLINE] Available at: <https://www.legislation.gov.au/Details/C2016C00763>. Accessed 21st November 2018.

Middle Years Program MYP: From Principles into Practice. International Baccalaureate. October 2016. Hyperlink: https://resources.ibo.org/data/m_0_mypxx_guu-nc_1405_3_e.pdf

New South Wales Government. 2014. *Disability Inclusion Act 2014*. [ONLINE] Available at: <https://www.legislation.nsw.gov.au/acts/2014-41.pdf> Accessed 21st November 2018.

The Armidale School: Academic Honesty Policy. The Armidale School. October 2018.