



# Middle Years Programme

## Inclusion Procedure

### Steering Committee:

Through the process of developing and revising this procedure the interests of the Senior School Years 7-10 were captured through the expertise of an MYP Inclusion Procedure Steering Committee. The group consisted of representatives from multiple areas of the school (the Senior School Wellbeing team, Library, Heads of Faculty, Academic Services, Curriculum Executive and the MYP Co-ordinator). The group examined IB standards and practices, the New South Wales Education Standards Authority documents and the needs of the HVGS student body to produce this procedure. The procedure is a 'living procedure' which will be reviewed annually (unless a change in circumstances leads to requirement for an earlier review) and altered to suit the changing needs of our student community.

### Inclusion Philosophy:

The International Baccalaureate Middle Years Program defines inclusion as:

**“An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”**

**“It is a continual process of increasing learning and participation for all students. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community”**

*(Learning Diversity and Inclusion in IB programs)*

Our core values at Hunter Valley Grammar School state the importance of creating a community based on respect, integrity, responsibility, courage, compassion and gratitude, in which each individual is provided with opportunities to fulfil their potential as a global citizen. We recognise that each individual is unique in their ways of understanding, in their methods of learning, and in their demonstration of their learning. We endeavour to motivate every student to find their own pathway,

and support students to develop sustainable strategies that allow them to grow and develop as global citizens.

At Hunter Valley Grammar School education for students with specific learning, emotional and physical needs focus on the whole child, respecting the individual and valuing differences. As part of our community, all students have the right to equity, to learn with their age peers and to be engaged in learning that is appropriate to their skills and needs.

It is the intention of Hunter Valley Grammar School that they achieve this with personalised support. All learners are entitled to an inclusive and accessible supportive environment with quality teaching that builds on their individual strengths.

The primary aim of inclusion is to develop student confidence and empower them to fulfil their potential academically, socially, physically and emotionally. Inclusion is an all-embracing practice that influences every aspect of the teaching and learning process at Hunter Valley Grammar School. Hunter Valley Grammar School, through the MYP Procedure aims to:

- foster an inclusive environment for students and their families and carers;
- enhance the confidence and self-esteem of all students, particularly those who experience learning, emotional and physical difficulties;
- facilitate all students' effective participation in the curriculum, and the School as a whole;
- nurture a culture of valuing difference; and
- support students in successful and challenging learning experiences, that embrace the ideals of open communication and intercultural awareness.

Rather than being a single response to a perceived need, inclusion requires openness and collaboration amongst all stakeholders, including, but not limited to: students, families, carers, educators, associated health care workers and educational specialists. All stakeholders must be involved in the process for inclusion to become the guiding philosophy behind all teaching and learning.

The Procedure of Inclusion directs the School to develop an inclusive culture and dedicated school policies, incorporating the way in which students approach their learning and engage in individualised learning methods, and the way in which teachers design their teaching strategies. The School's Academic Services Faculty plays a crucial role in the continued implementation of an inclusive learning environment.

The School will ensure that a Personalised Learning Pathway is designed to meet the needs of identified students. We must ensure that all stakeholders have valid, purposeful and sustainable input into the design of the Personalised Learning Pathway. The Personalised Learning Pathway is strengths-based: identifying the student's pathways and/or goals, interests, learning and behavioural considerations, teaching and learning strategies, organisational and environmental considerations, key supports and enhancements, alongside required adjustments and modifications.

Learners who may benefit from the development of a Personalised Learning Pathway may be identified as requiring differentiation in one or more of the following areas: medical, mental health, physical disabilities or sensory concerns, gifted and talented, language and communication disorders, emotional or behavioural considerations. Students may be referred for review to the Academic Services Faculty by any member of the School staff, parents or carers, or through self-referral. Members of the Academic Services Faculty then review and assess the information provided, evaluating the advancing processes, ensuring collaboration of all stake holders, thus ultimately safeguarding inclusion and best outcomes for the student and their carers.

All classroom teachers are charged with the challenging task of differentiating instruction to present material to all learners within their classes, at a level that they are able to access. The differentiation may include changes to the classroom space, differing presentation of materials, presentation of appraisable tasks/accessibility of assessment tasks and so much more. The purpose of differentiation is to ensure that all students are afforded the opportunity to engage with, and access, not only the *content* of the lesson, but also, as importantly, the *process* of the learning situation.

It is every teacher's responsibility to facilitate learning according to each individual student's learning needs and styles. In order to fulfil this responsibility, teachers use a range of differentiation strategies and liaise with the Academic Services Faculty.

Differentiation by *content*: allows for multiple entry points and levels, while addressing learning differences and promoting a wide range of perspectives, cultivating the core values of international mindedness, intercultural awareness and respect for individual differences. The content of teaching and learning is adapted to an individual student's needs and abilities, to their level of understanding of the subject matter, and previous learning and life experiences, while taking into consideration cultural and personal background.

Differentiation by *process*: where the scope and sequence of the teaching and learning process can be personalised to a student's specific learning needs, allowing students and teachers to explore a

wide range of teaching and learning strategies, meeting the needs and preferences of a diverse range of students.

Differentiation by *product*: calls for open-ended tasks that, by inviting students to perform according to their needs and preferences, may allow them to reach their full potential. Based on the results of diagnostic assessment identifying a student's specific learning needs and styles, formative assessment experiences can be tailored to these, to ensure that the student can fully benefit from them; and summative assessment can be adjusted and/or modified to ensure the varied pathways of differentiation meet the specific learning needs of each student, facilitating inclusion and enabling each individual to work toward fulfilling their potential. Effective differentiation also relies upon the structure and organisation of the learning environment.

**“Differentiation is not something a teacher does on top of ‘regular’ classroom planning. Rather, it is a proactive approach to instruction that plans for student needs from the outset.”**

*(Tomlinson, Carol Ann and Imbeau, Marcia, Managing a differentiated classroom: a practical guide, Scholastic, 2001)*

In order to enact the above philosophy, services which include, but are not limited to the following, are facilitated based on the needs of individual students, and the information acquired at a particular point in time:

- Writing of a Personalised Learning Pathway
- Adjustment and modification of tasks aligned with IB and New South Wales Educational Standards Authority (NESA), for example: reader, scribe, extra time, enlarged font, separate supervision, small group supervision, differentiated task, access to electronic reader, access to key board
- access to programs such as Maths Matters, Essential Skills, Under Pressure, Wicked Words, Criteria Counts and Senior Scholars (refer to appendix 1)
- documentation on School's electronic recording system - which also includes information pertinent to students who require access to differentiation but who may not have a Personalised Learning Pathway
- access to in-class support
- access to small group targeted support
- access to and support of HVGS Psychology Services
- adjustment of reporting procedures and documentation
- access to outside specialist providers

Referral Procedures (refer to appendix 2) include but are not limited to:

- ALLWELL testing
- School Psychologists – testing and referral
- academic achievement targets
- school reports
- mental health assessments
- longitudinal data and forecasting
- staff referral
- self-referral
- parent referral
- peer referral
- referral from outside service providers

Associated Documents:

- HVGS Student Services Policy
- HVGS MYP Inclusion Identification Process
- Differentiation for Students: Making learning and the demonstration of understanding and skills accessible, for every student
- HVGS MYP Assessment Procedure
- Meeting Student Diversity in the Classroom – IB Continuum

The Procedure has been developed, with regard to legal requirements from relevant legislation including:

- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Civil Liability Act 2002
- Children and Young Persons (Care & Protection) Act 1998
- Child Protection (Working with Children) Act 2012
- Work Health and Safety act 2011 Education Act 1990

Review process:	Date:
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