

Policy Name	Inclusive Education Policy
Policy Number	
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Purpose Statement

OneSchool Global recognizes, respects and responds to the individual learning needs of all students through the provision of a broad, balanced and inclusive curriculum together with effective teaching and learning practices. OneSchool Global aligns itself with the BC Inclusive Education Services: A Manual of Policies, Procedures and Guidelines document.

Learning Support relates to students showing significantly greater difficulty in learning than the majority of their age level peers and also students identified as gifted and talented who would benefit from advanced learning opportunities. Specific and on-going provision is made for students who have physical, emotional or intellectual disabilities. Learning Support is the provision of in-class differentiated teaching and learning approaches, adapted programs or learning environments, extra assistance and specialized equipment or materials to support students. The process will be overseen by a Campus Learning Support Committee. Support is provided for all students so they acquire the knowledge, skills, understandings as well as specific life skill goals during their school years, enabling them to contribute as active and informed citizens in family and community life. Students with learning needs have an equal opportunity to receive every educational benefit reasonably available through the campus to enable them to reach their full potential. The culture, practice, management and resources used are directed towards meeting the needs of every student as unique individuals.

Principles, Values and Guidelines

Staff, working together, use assessment processes, observation and evaluation to ensure that student learning needs are identified at the earliest possible time. Parental input and other background data also informs the identification process. This encompasses students who are not achieving or at risk of not achieving, including gifted and talented students. Enrolment processes provide the opportunity for disclosure of already identified needs. Transition meetings use documentation and other relevant information to plan for individual requirements. Students who are gifted, talented or have special abilities are identified at the earliest possible time. Where practicable and appropriate, programs and learning opportunities are provided to ensure there is breadth and depth of learning experience for gifted and talented students. Students learn best in an inclusive environment (within the classroom and with peers) and teachers are expected to develop the skills to enable differentiated teaching and learning opportunities. Opportunities for professional learning are provided on a regular basis to ensure teachers and paraprofessionals have the skills and confidence to assist students who have a broad range of needs and abilities. Students who have high or complex needs which cannot be met in regular,

differentiated classrooms will have an Individual Learning Plan. The plan will have clear and measureable goals and be reviewed on a regular basis by all stakeholders. When necessary, students may need to work 1:1 or in a small group, for specific, focused and short term assistance. This may happen in a place other than the regular classroom. Consultative and collaborative processes are followed in each case.

Decisions about student learning are the result of collaborative partnerships. Developing a home-school partnership is integral to the successful support of students. Parents, family and community play a vital role in supporting student education and learning. The Campus Learning Support Committee is responsible for the development, review and implementation of learning programs and strategies related to identifying students. Learning support initiatives, policies and procedures are regularly monitored for effectiveness. Achievement data informs future planning. A Referral and Tracking Form is initiated by the class teacher when a student does not progress as expected and is maintained throughout the learning support process. Confidentiality and privacy is ensured. Assistive technologies or equipment is purchased and used following the protocols outlined in the Assistive Technology Guidelines supplement.

Confidentiality Statement

Learning Support staff and all those involved in supporting students in their learning are committed to maintaining the privacy of information regarding the students. In accordance with relevant legislation that exists in BC, information about a student's capabilities and/or learning support requirements may be gathered by appropriate school personnel and utilized in making adjustments for the student's educational setting and needs.

It is imperative that the privacy of each student is maintained in order to protect the integrity of the program as well as the privacy of the students. Information regarding students will be shared between appropriate staff as part of the consultation and review process. Professional reports, such as medical or psychometric assessments, will be maintained in a secure environment (locked file) separate from the student's academic file and will be accessed only by authorised staff.

Confidential information regarding individual students will not be shared at Board level or meetings other than Learning Support meetings, without parental consent, as this will impinge on the student's right to privacy.

Learning Support

To appropriately respond to the Learning Support needs at OneSchool Global a committee will be established to provide on-going attention and care. This Committee provides support and guidance, and to arrange professional learning and become involved in the interventions for students who have a high level of need.

Campus Learning Support Committee

At least one teacher from primary and one from secondary. OneSchool Global will be responsible to establish an operative structure which fulfils the required outcomes. The committee lead, will need to be a consistent attendant at meetings, and in regular consultation with the Learning Support staff. Analysis of data will inform the campus and enable the development of teaching and learning strategies in order to respond to identified trends, strengths and weaknesses.

6.1 Phase One - Initial identification and prior knowledge;

Rationale

The enrollment process, prior knowledge of the student and the method of welcoming students and their family and caregivers to the campus, comprise the first stage in identifying learning and behaviour support needs. The earlier needs are identified, the more effective the intervention will be.

OneSchool Global will seek student information, (including assessment information) from the students' previous schools. This will ensure continuity of support for the student and assistance for the campus in providing a program and resources to meet student needs.

Students with Individual Learning Plans: These may be known by various names according to Government or regional requirements. The term Individual Learning Plan is used as an overall descriptor for the purposes of this document. When students enroll with existing individual education /learning plans, the enrollment process will include a transition meeting. Ideally this meeting will involve the student and their family, the new campus, the contributing facility and any relevant supporting specialists and should be held in the year before enrolment.

Initial Identification:

Initial identification of the need for different support or resources for a student may occur on a number of occasions in a variety of contexts. Prior to enrolment, in the course of community activities or interaction between the campus and the early childhood service or contributing facility: Records obtained from the contributing/feeder school. During pre-enrolment or pre-entry visits as the result of:

- information offered by the parents/caregivers, community, family or students
- observation of the student in the camp context.

During enrolment, as the result of:

- information provided on the enrolment form
- information offered by the parents, family, caregivers, or students
- questions asked by campus personnel during the enrolment process
- observation of the student during the enrolment meeting after enrolment as the result of: information offered by parents, caregivers, or student concerns raised by the student, parents, caregivers, or teachers.

Enrollment Process

An effective enrollment process will include: The opportunity for parents to ask questions and discuss any concerns and/or meet with the Learning Support Team prior to the child attending school for the first time.

Activities for welcoming new families and ensuring they are included in the campus community.

Enrollment forms that request permission from parents for the campus to collect relevant information from the contributing facility and share information with other professionals as may be required. **Parents will be required to sign the IEP: Parent/Guardian Confirmation Form upon completion.**

This form should also have a simple questionnaire where parents can indicate strengths, weaknesses and prior knowledge about the student and their learning.

Government Requirements

6.2 Phase Two - Role of the Class Teacher

Rationale

All teachers are teachers of all students. Teachers cause and facilitate learning. This stage of the process explores the on-going and interactive strategies of class-based teaching and assessment and the role of the teacher. It reflects the responses made to the diverse learning needs of students by the classroom teacher. At this stage, the teacher/s considers how the classroom culture and environment support learning. Establishes a home/school partnership.

Identifies what the student can do, prioritizes what the next steps will be and shares these goals with the student

Personalizes the learning by differentiating classroom programs. Tries a range of teaching and learning strategies. Includes the student in the teaching, learning and assessment procedures.

Adapts the curriculum activities, assessment, resources or environment without changing the core learning of the content.

Collects data through observations, summative, formative assessment and learning portfolios/exemplars of the student's work.

Consults with parents and caregivers and keeps a record/ summary of these interactions. Shares effective strategies with all teachers involved with the student.

Seeks advice and guidance from the teaching team/colleagues and learning support personnel. Is responsible to seek and participate in professional learning opportunities

Referral and Tracking Form

The majority of students will respond to interventions and differentiation by their own teacher/s.

If a student has not progressed as expected, the Student Support Team should summarise the actions, interventions or strategies and collaboration/consultation which is undertaken.

6.3 Phase Three - consultation and collaboration

1. Rationale

At this stage, consultation and collaboration occurs within the campus learning community: between teachers, campus learning support personnel, regional learning support staff, the student and their family. This collaboration is to consider divergent responses to the particular needs of the student. This is a sharing of strategies, experience and resources. The student and class teacher are supported by the teaching team/ campus community.

Options Considered

Collaboration may result in the use of a range of options; Further in-class, differentiated teaching and learning

Support for the teacher {professional learning, collegial mentoring, peer feedback and observations)

Additional allocation/ reallocation of school based resources (e.g. literacy/maths and IT material and equipment)

Modifications to resources or use of alternative resources (e.g. audio books, digital voice recorder)

Campus-based further diagnostic assessment (under the advice and guidance of LS personnel) Teacher aide assistance within class programmes o Inclusion of the student in extension programmes

Meetings or discussions about students are intended to share information consider options establish priorities identify and prioritise learning outcomes make decisions regarding actions agree on responsibilities determine teaching and support strategies decide on necessary resources acknowledge achievements

6.4 Individual Learning Plan (also known as ILP, IEP, IP, IBP)

These may be known by various names according to Government or regional requirements. The term Individual Learning Plan is used as an overall descriptor for the purposes of this document. An individualized learning plan may be an outcome of this collaboration. The ILP or IEP is a plan which is tailored specifically to the needs of an individual student. It is a binding document and needs to be reviewed at regular intervals. These plans are often generated and required when students receive

Government assistance or funding. They are also required when there are multiple stakeholders and the support plan includes aspects other than just curriculum: e.g. health, self-care, mobility, and communication. On occasion the plan is used to support funding applications or applications for other required assistance and special conditions when sitting exams. These plans provide direction, leadership and information for everyone involved with students who have learning needs. It is expected that a campus will adapt the processes to meet the various and individual needs of the students and the community.

The student (if the age and level of understanding are appropriate.) His/her teachers and teacher aides/ learning support assistants His/her parents/caregivers

Relevant specialists (for example, speech-language therapist, physiotherapist, occupational therapist).

Any other agency or personnel who contribute to the student or their family. Key elements are consultation and collaboration.

Individual Plan Management

Responsibilities need to be clearly defined, with one person being appointed to the role of plan manager. This person will ensure the planned program is implemented and reviewed at regular intervals. This will involve coordinating campus support and resources, providing ongoing consultation with the family and liaising with and coordinating support from relevant outside agencies. Important decisions and the program plan need to be recorded and copies provided to all stakeholders as soon as possible after each meeting.

Action Plan

This type of plan, (there are many varieties} is used when the focus is largely in one or more curriculum areas and there are no specialist agencies or personnel involved.

Action Plans do not cover health, physical, social or emotional aspects but are directly related to supporting learning in one or more curriculum areas.

Family and the student must be involved and share in the goal setting.

6.5 Phase Four - Consultation and Collaboration outside the Campus: for further review, evaluation and Support

Rationale

This stage of the model looks at review, evaluation and support from the Regional Learning Support Committee, the Regional Learning Support Coordinator or a designated person. This committee will meet regularly to review the progress of students who have been identified as having learning needs and who are not able to have their needs met within the existing programmes and interventions. They require additional support to help them access the curriculum or meet their learning objectives. The Learning Support Committee review broadens the context of assistance to the student.

Also known as a CARE TEAM

Consultation with Regional Office

A meeting with the representative/s from the Regional Learning Support Committee is organised via VC or face to face as the situation indicates. This meeting will expand on existing strategies and explore further options. It should be attended by relevant professional staff, school board management representative and the student and family. Outcomes may be:

- A curriculum focussed Action Plan e.g. a focussed plan for the development of skills in literacy
- A review of an existing ILP or the writing of a new ILP
- Refining of approaches
- Further assessment by specialist agencies- Cognitive or Psychometric Testing (Small group or 1:1 intensive instruction for specific needs and for defined time periods.)
- Learning Support Teacher Aide/Assistant to support the inclusion of the student in class activities
- Consideration on whether external funding/resources are available
- Inclusion of the student in remedial or extension programs
- Further modification of existing resources e.g. enlarged print, Ease of Access settings on computers
- Further provision of alternative_ resources. E.g. Audio Books, DVD (where approved)
- Adaptive/assistive equipment e.g. noise cancelling headphones

6.6. Specialized Assessment

Rationale

Information recorded at this stage reflects consultation and collaboration regarding specialised assessment and support, primarily with agencies outside the campus.

Specialized Assessment

If the outcome of consultation with parents/caregivers and the principal is a decision to seek assistance from an outside agency, a referral will need to be actioned. Referrals for pediatric assessments, health, wellbeing or social issues should be initiated by parents/ family- not the school. Recommendations for specialist cognitive testing by an outside agency must be approved by the board before the referral is made. If the decision is made to refer a student to a specialist agency it would be expected that the campus, in conjunction with the family, will resolve and meet the financial commitment.

Support for Campus and Parents

The type of support and variety of support agencies that are available will differ from area to area depending on community resources. The SSL will provide advice and guidance once the decision for referral to an outside agency has been made.

Consultation and Collaboration with Outside Agencies

Once the referral form has been forwarded to the agency, a consultation will occur with the student, the family and the campus. The agency will already have specific information provided on the referral form.

However, clarification and additional information may be needed. The process and degree of support will vary according to the needs of the student and the role of the agency.

Funding

The Directors will ensure that a designated portion of their annual budget is allocated specifically for expenses incurred in assessing needs, provision of resources and personnel for the management of the learning support program.