



<b>Policy Name</b>	<b>Inclusive Education Policy</b>
<b>Related Policies and Legislation</b>	Enrichment Policy & Procedure Enrolment Policy & Priorities Anti-Discrimination Policy IB Continuum document - <i>Learning Diversity and Inclusion in IB Programmes (January 2016)</i> Special Education Needs Policy (Previous version of this policy)
<b>Policy Category</b>	Education Program
<b>Relevant Audience</b>	All Treetops Community
<b>Date of Issue / Last Revision</b>	09 August 2011 08 September 2016 <b>15 February 2018</b>
<b>Date Set for Review</b>	<b>February 2021</b>
<b>Person/s Responsible for Review</b>	Treetops Administration

## Inclusive Education Policy

### Purpose

To define 'inclusion' and describe Treetops' policy and processes regarding the ways in which access to and engagement in learning is identified and managed within the classroom. This policy replaces the previous Special Education Needs Policy.

### Definition

'Inclusion' may be defined as the ongoing process which acknowledges the diversity of students' learning styles, strengths and challenges. It also acknowledges that some students face challenges in their participation in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, and that the school community is committed to ensuring that barriers to learning are removed for all students.

The Inclusive Education Policy can be understood as a policy which supports learning diversity and inclusion as per guidelines set out by the International Baccalaureate Organisation (IBO).

The IB supports the following principles of an inclusive education whereby:

- **education for all** is considered a human right;
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students;
- learning is considered from a **strength-based perspective**;
- **learning diversity** is valued as a rich resource for building **inclusive communities**;
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning;
- full potential is unlocked through connecting with, and building on, previous knowledge;
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**;
- **multilingualism** is recognized as a fact, a right and a resource;
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens;
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account;
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect;
- diversity is understood to include **all members of a community**;
- *all* students experience **success** as a key component of learning.

### Policy

The school has a policy of integrating students into the physical, emotional, social, spiritual and psychological school environments. Student-specific accommodations to the existing environments are made via student's Individual Education Plans (IEP). Accommodations aim to help students with specific difficulties to access the curriculum on an equal basis to their peers. Accommodations assist a student to demonstrate skills, knowledge and understanding in ways that place fewer demands on existing challenges. Such accommodations include, but are not limited to, the physical environment, scheduling, curriculum content, ICT, short and long term planning, verbal and written literacy levels, the management of interactions, use of individualised equipment and resources, engaging with the local and wider community, and reporting progress. Potential accommodations are considered prior to enrolment – see 'Children with Additional Needs in the Enrolment Policy and Priorities' regarding the gathering of information.

The Enrichment Policy & Procedure gives further information regarding:

- Methods of identification of learning difficulties and disorders;
- The creation of Individual Educational Plans (IEP), Learning Plans (LP), and Behavioural Plans (BP);
- Provision of additional support and liaison with external services.

The Association of Independent Schools for Western Australia (AISWA) provides a consultancy service and access to a registered psychologist to assist with provision for students with identified needs through the Inclusive Education department. Treetops regularly accesses the school's nominated consultant and psychologist.

AISWA oversees the provision of government funding to assist schools to meet the needs of students with formally assessed and identified needs. Treetops makes applications (with parental permission) for all eligible students.

The school supports its teaching, teaching support and administrative staff in becoming more informed about the needs of the students through a variety of mechanisms, including professional development for the whole school, professional development for individual staff, staff inclusion in the process of developing, managing and evaluating all plans (IEPs, LPs, and BPs), and access to relevant consultants.

This policy is to be read in conjunction with the IB Continuum document *Learning Diversity and Inclusion in IB Programmes (January 2016)*.