

 <p>OAKLEIGH GRAMMAR Empowering young minds</p>	<h1>Oakleigh Grammar</h1>
Policy Document Name	IB Middle Years Programme Inclusion Policy
Date Ratified by Board of Management	May 2024
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1. Preamble

This policy describes requirements to support the inclusion of neurodivergent students that have a diagnosed or imputed individual needs or students who are experiencing a high-level of wellbeing issues at Oakleigh Grammar. The Oakleigh Grammar mission is *to empower our students with a commitment to academic excellence and a zest for life so that they can contribute meaningfully to our community and society*. We are an independent, co-educational, open entry school, welcoming students of all learning abilities, nationalities and faiths. Enrolment at Oakleigh Grammar is at the discretion of the Principal. Each application is assessed on its merits and the Principal makes offers based on advice, collected information and his/her judgement that the applicant has the potential to benefit from the educational programs and structures at the school and make a contribution to life at the school (Oakleigh Grammar Admissions Policy, Nov 2023).

To support this mission, Oakleigh Grammar has a Learning Enhancement Department, a School Counsellor and is an Arrowsmith school. The key aim of the school is to provide support that helps all students access the curriculum and allows students to develop and progress to the best of their potential in a safe learning environment. All members of staff are responsible for ensuring students are included.

This policy is reviewed when changes are made to any of the legal requirements affecting the inclusion of students or as new ideas are developed. The school community is responsible for evaluating the effectiveness of the policy and the process of inclusion. New teachers receive an overview of the Inclusion Policy through the Middle and Senior School's Staff Information Handbook. They work with the members of the Learning Enhancement Program to modify the curriculum and assessments for students and are expected to update evidence of these adjustments on the relevant internal drive.

This Inclusion Policy has been created in accordance with Federal and State requirements including the Disability Discrimination Act (DDA) (1992) and provides students at Oakleigh Grammar protection against discrimination based on disability. The Disability Standards of Education (2025) is subordinate legislation under the DDA. The Standards clarify and elaborate the legal obligations of Oakleigh Grammar staff towards students with disability under the DDA.

The Head of Learning Enhancement at Oakleigh Grammar leads and manages a team of staff dedicated to providing learning support to students with learning difficulties and extension to high potential and gifted students from Prep through to Year 12. Additionally, Oakleigh Grammar staff access professional development to ensure they have a thorough understanding of our rights and responsibilities in upholding legal obligations outlined under the DDA (1992) and DSE (2005). The Standards set out how education is to be made accessible to neurodivergent students through the provision of reasonable adjustments.

Oakleigh Grammar recognises that neurodiversity presents in many different ways and uphold The Disability Standards of Education by providing reasonable adjustments to promote the inclusions of neurodivergent students. We acknowledge that each student has specific needs, including the type and level of support they may require in order to access and participate in all aspects of education on the same basis as neurotypical students.

Inclusion at Oakleigh Grammar encompasses the following areas:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- zero tolerance and elimination of harassment and victimisation.

In addition, Education Victoria provides further guidelines, *"All Victorians irrespective of the school they attend, where they live or their social or economic status, should have access to high quality education,"* a view fully supported through the Oakleigh Grammar mission statement and classroom practices.

2. The Learning Enhancement Department

The Learning Enhancement Department aims to respond to students that present as neurodiverse. These students include children with deficits skills in one or more of the following areas:

- Cognitive
- Social/Emotional
- Physical
- Sensory.

3. Individual Learning Plans (ILP) Documents and Learner Profiles

Staff provide reasonable adjustments to ensure that all students have access to educational opportunities within the classroom which is recorded in the student's ILP which is updated each term. All identified students have these adjustments, alongside their personal strengths and areas for development, documented within a Learner Profile document. Where relevant and provided, these adjustments are guided by specialist providers that work closely with these students including Educational Psychologists, Speech Pathologists, Occupational Therapists etc. Adjustments documented within Learner Profile documents are implemented, communicated with the families of these students and reviewed on an annual basis in line with The Nationally Consistent Collection of Data on School Students with a Disability (NCCD) regulations.

Students that receive Substantial and Extensive adjustments also have individual goals that are targeted to their point of readiness to learn and documented within Individual Learning Plans.

4. Program Support Group (PSG) – Meetings

Oakleigh Grammar recognises the importance of working with others to pursue a common goal, such as ensuring that a student with a disability participates in education on the same basis as other students.

At Oakleigh Grammar, consultation meetings are referred to as Program Support Group (PSG) meetings and involve a team of people meeting who can engage collaboratively to support a student with individual needs.

PSG meetings are organised by the Learning Enhancement Department on a semesterly basis for students receiving extensive or substantial adjustments, or more frequently depending on the individual students and their needs. A team of people are invited to engage in setting and review ILP goals as well as discuss and consider all reasonable adjustments that should be made to support the students. The PSG teams include any or all of the following:

- A member of the Learning Enhancement Department (HoLE/LET)
- Parents/Guardian of the student
- Professionals with specialist expertise such as external providers (Speech pathologists/OT's/Psychologists etc.)
- In some instances, and where necessary, the student themself.

5. Modified Reports

At Oakleigh Grammar, we recognise the importance of making adjustments to ensure that each student's individual needs are met. As part of the adjustments we make to support individual students we will modify learning and assessment tasks in line with Disability Standards for Education (2005), National Consistent Collection of Data (NCCD) and the Australia Curriculum.

Oakleigh Grammar is dedicated to sharing each child's successes with these students and their families. At the time of reporting, teachers will comment on the progress and achievements with the goals set within their Individual Learning Plan (ILP). These goals, and the individual's progress with them, will be included on their school report to communicate the growth they have made across each semester.

6. Intervention

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioural strategies for students with various needs. At Oakleigh Grammar, we use the Response to Intervention framework (RTI) that is underpinned by MTSS.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavioural. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Learners that are facing barriers to learning are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Within Tier 1, all students receive high-quality, evidence-based instruction provided by teaching staff. Student progress is closely monitored and reviewed over periods of eight weeks and should expected progress not be made, students will access intervention at a Tier 2 level.

In Tier 2, students not making adequate progress in the classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professional's providing instruction or intervention.

Within Tier 3 at Oakleigh Grammar, students receive individualised, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions.

7. Referral Processes

Teaching staff at Oakleigh Grammar have a legal obligation in accordance with the DDA (1992) and DSE (2005) to make adjustments to support the inclusion of all students.

The Learning Enhancement Department follow a Learning Enhancement Department protocol and a system of referrals that help support members of staff to identify and provide for the needs of students. Step 1 includes gathering data to support referring a student to Learning Enhancement. Step 2 is completing a Microsoft form that outlines the teacher's concerns, observations and what adjustments have been trialled within the classroom.

Observations or further diagnostic assessments at a school level are then conducted and feedback is shared with teaching staff and families.

Students who are provided with substantial or extensive adjustments to their school day will be supported with goals within an ILP document. Should the required adjustments decrease over time, individual students' goals will be reviewed which may result in them no longer requiring an Individual Learning Plan. Adjustments will still remain documented and accessible for teaching staff to support their inclusion within the classroom and beyond.

8. Counselling Support

In order to support student wellbeing and inclusion, Oakleigh Grammar students have access to onsite counselling provided by the Student Counsellor. The approach is holistic, non-judgmental and transparent, wherein the Student Counsellor can be approached for both home or school related concerns. Concerns impacting the wellbeing of students can include but are not limited to the following: stress, anxiety, depression, bullying, time management, school refusal, self-esteem, parental separation and confidence issues. The Student Counsellor at Oakleigh Grammar is a member of The Australian Counselling Association (ACA) and abides by the ACA code of ethics which provides guidelines around confidentiality, limits of confidentiality, consent, and professional supervision.

Counselling sessions are tailored to individual needs or include small groups or parents/guardians. They take place during class time, study periods, or students' free time or before or after school. The session duration may vary depending on the case concerned.

Referrals – the decision to suggest or initiate counselling support - can originate from a range of parties including:

- The parents/ legal guardians
- Teachers
- The Oakleigh Grammar First Aid Officer
- Deputy Principals
- Senior School or Middle School Pastoral Coordinator
- Year Level or Phase Leader
- The Head of Arrowsmith
- The Head of Learning Enhancement
- Or external agencies.

Similarly, the school counsellor can assist in providing referrals to external agencies or professional bodies based on the nature of the concern. As part of the ACA membership, the School Counsellor has to engage in professional supervision and professional learning for debrief and self-care practices.

9. The Arrowsmith Program

The Arrowsmith Program addresses brain-based learning deficits through the concept of neuroplasticity. Individual programs are developed to address the weak underlying deficits in students. Students have an individual program and typically spend half the day working on cognitive exercises and the remainder of their time in mainstream education. All Arrowsmith students remain connected to mainstream education through sports, events, spiritual gatherings and camps. The premise being that through these connections and the Arrowsmith Program the goal is to transition students to fulltime mainstream education.

Assessment is specific to the Arrowsmith Program and identifies cognitive and social areas of development. Additionally, students receive assessments and reports in the mainstream subjects that they attend. These subjects are individualised to the students' strengths and interests.

Activities students might undertake at Arrowsmith include:

- Motor symbol sequencing -writing activities to assist with handwriting or dysgraphia.
- Eye tracking for reading
- Symbol relations or clocks to assist with relational concepts.

10. Exit Students from Learning Enhancement:

To exit Learning Enhancement support, parents/guardians or the Head of Learning Enhancement should request a meeting to discuss progress. Students should be working to their potential for a sustained period of time, (at least one semester) based on internal assessments. Students must understand and agree to the responsibility of maintaining their learning in mainstream classrooms without one-on-one support. Modifications to the curriculum and or assessments may still be required.

This policy was reviewed in 2024 and relates to the following documents:

- The Admissions Policy 2023
- The Head of Learning Enhancement – Position Description
- MYP Assessment Policy 2024
- High Potential and Gifted Education Policy 2021

11. References

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