



## SPECIAL NEEDS / INCLUSION POLICY

St. Columba's Catholic Primary School acknowledges and seeks to demonstrate its acceptance of diversity within the school community. We have a moral, ethical and social justice obligation to provide a Catholic education for Catholic children wherever possible in accordance with the Gospel values of respect, equity and the social justice teachings of the Church.

**PRINCIPLES:** Following the Rights and Requirements for students with disability in WA standards.

1. The uniqueness of each individual and the diversity of student abilities, needs and learning styles are recognized and valued.
2. All students are provided with a quality education that maximizes individual development and achievement.
3. Placements and support provisions will be determined by individual learning needs, the type and level of support required and the schools ability to meet individual needs.
4. Curricula provisions will be developmentally appropriate, with maximum opportunities for meaningful participation, active engagement and positive learning outcomes.
5. Particular considerations, specific provisions and additional support are given to those with disabilities and special needs.
6. All resources are wisely selected and effectively utilized.
7. Supporting students with disabilities and special needs is seen as a whole school responsibility.

### PROCEDURES:

1. Due note is taken of all relevant legislative and policy requirements which impact on the provision of inclusive education.
2. Students may have an Individual Education Plan (IEP), Modified Learning Program (MLP) or a Curriculum Adjustment Plan (CAP), which refers to the content and skills to be learned, as well as how and by, whom instruction is provided.
3. Individual Education Plan an Curriculum Adjustment Plan meetings held every semester with parents and appropriate support personnel
4. Reporting Requirements -If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), schools should negotiate and document any variation to the reporting of the student's achievement with the student and her/his parents or carers.

5. Teachers create active learning environments that are open, flexible and dynamic where students can access appropriate learning opportunities.
6. Students experience periods of intensive individual instruction, small group work and whole class activities throughout the day. At times when it is seen as advantageous to the student, they may be withdrawn from the classroom for separate activities.
7. Support staff and specialists work with students with disabilities and special needs to enhance their education by -
  - Using a collaborative approach to provide adjustments to curriculum, e.g. consultation and engagement with a range of professionals to identify and clarify student needs
  - Implementation of relevant strategies and support
  - Providing regular positive feedback to students to reinforce their capabilities and progress.
8. Open and regular communication with the home is carried out both formally and informally.
9. It is essential teachers have high expectations that students will meet attainable goals.
10. Transition plans are to implemented when students are transitioning form-
  - Kindy to Pre-Primary
  - Pre-Primary to Year One
  - Year Six to Secondary School

Transition into school can happen at different stages for different children, and can be undertaken gradually. Once a child has been offered a place in a Catholic school, the school and the Special Education Consultant will start gathering information about the child to ensure the school is equipped to meet the child's needs.

Year 7 is the first year of secondary schooling in most Catholic schools in WA. Transition may start early depending on the needs of the student. In most cases it will take place in Year 6 and involve meetings between the primary school and the secondary school.

A transition plan will be developed between primary and secondary schools and the parents to ensure access, resources, staff training and familiarization is planned in a systematic way. The student will make visits to the secondary school with all incoming Year 7 students, but may also visit alone to become familiar with the new environment in their own way.

11. The Administration team sights individual Education Plan's, Curriculum Adjustment Plan's and Modified Learning Plan's. A member of Administration team is present at meetings with parents to plan modified outcomes. A copy of plan filed.

***Professional Learning and School Capacity:*** *the Administration Team provide ongoing professional learning to build the capacity of staff to effectively include all students.*

**This is achieved by:**

- Providing strong educational leadership and developing a culture of inclusion in the school community
- Encouraging teachers and educational assistants to reflect on practice and access professional learning opportunities
- Working collaboratively to engage in professional reflection and dialogue in order to inform teaching and learning
- Supporting staff to incorporate new learning into classroom practice.