



Oakleigh Grammar

Policy Document Name	MYP Inclusion/Special Educational Needs
Date Ratified by Board of Management	May 2020
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1. Preamble

The Oakleigh Grammar mission is *to create quality learning opportunities for every student to reach their full potential*. We are an independent, co-educational, open entry school, welcoming students of all learning abilities, nationalities and faiths. To support this mission we have a Learning Enhancement Department and are 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.

This Inclusion/Special Educational Needs Policy has been created in accordance with the International Baccalaureate publication *MYP: From Principles into Practice*, the Nationally Consistent Collection of Data on School Students with Disability (NCCD), The Arrowsmith Programme and Education Victoria.

The NCCD guides this policy formation in detailing how students must be included, *"...Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers."* Oakleigh Grammar is compliant with the NCCD in annually collecting evidence of the manner in which teachers provide students with adjustments in the classroom.

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 supported through the Oakleigh Grammar mission statement and classroom practices.

In addition, Oakleigh Grammar has been running the Arrowsmith Program; a cognitive programme for students with a range of learning difficulties which tailors interventions to suit the specific learning profile of each student.

2. Learning Enhancement – Introduction

The Learning Enhancement Department aims to respond to the needs of students presenting: learning disabilities:

- social and behavioural difficulties
- adjustment
- emotional and psychological disorders
- and gifted.

These may be difficulties or disabilities such as: attention deficits, hyperactivity, auditory processing disorders, communication dysfluency, developmental disorders, dyscalculia, language-based disabilities, executive functioning skills impairments, non-verbal learning disorders, low performing working-memory, and so forth.

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.

3. Learning Enhancement

In the Junior, Middle and Senior Schools, students are either supported in class (through differentiation), or given additional small group or one-on-one learning support by the Learning Enhancement Staff. Sometimes students are taken out of one class to receive learning support. Particular care is taken in MYP Years 4 and 5 to ensure learning support does not jeopardize the five mandated subject groups as such the MYP Coordinator, and Head of Learning Enhancement and parents are consulted prior to the commencement of learning support intervention.

Programme Support Group (PSG) meetings are held twice per year (depending on the need) and involve parents, students and teachers, the Head of Learning Enhancement or the Learning Enhancement Teacher. An Individual Learning Plan is created following the meeting and includes information on the student's assessment history and long-term goal/s.

An example of a long-term goal might be, *"By the end of the 2020 school year (student) will be more confident with his reading. His reading will be more fluent, and he will make fewer errors. (Student)'s writing will include key features related to structure and writing features. He/she will have learnt his timetables and be able to recall facts when provided with a math question."* A range of short-term goals, adjustments and evidence are also provided.

In addition:

- Students with identified learning difficulties will have an Individual Learning Plan (ILP) managed by the Head of Learning Enhancement.
- Oakleigh Grammar follows an inclusion model through differentiation. Teachers are expected to differentiate their lessons and be open to different kinds of learning styles. This enables students to access the curriculum in a way which is adapted to their needs.
- The Learning Enhancement Department provides learning support through the English language.

Learning Enhancement staff may employ diagnostic testing of a student, as part of their evaluation. All external specialist consultations and evaluations are paid by parents/guardians. Consulting services may include:

- a. Individual or group counselling
- b. Social skills training, and coaching
- c. Conflict resolution and mediation
- d. Supporting Oakleigh Grammar staff
- e. Consultation with parents

- f. Support and guidance
- g. Speech pathology for speech, language and auditory issues

Any reports generated by the external provider are the property of the families. However, it is recommended that they are shared with the Learning Enhancement Department.

4. Psychological Support

In order to support student wellness and inclusion, Oakleigh Grammar students have access to on-site psychological counselling provided by the Student Counsellor. Sessions take place during either class time, study time, or students' free time. Sessions usually last for 50 minutes (period length). The subject teacher should guide and support the student to catch up on missed classwork. A student may require psychological assessment and support at some stage during their education. The decision to suggest or initiate psychological support can originate from a range of parties including:

- A request from the parents during the admission phase, or during the school year
- A class teacher's or subject teacher's request
- A request by the Head of School or Year Level Coordinator
- An assessment made by the Head of Learning Enhancement or outside provider.

5. 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.

Activities students might undertake at Arrowsmith include:

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

Reference List

Australia. The Nationally Consistent Collection of Data on School Students with Disability. (2020). *NCCD 2020 Guidelines*. <https://www.nccd.edu.au/>

United Kingdom. International Baccalaureate Organisation (2014). MYP: From principles into practice, *Developing an inclusion/special educational needs policy*

Victoria, Australia. The Department of Education and Training. (2019). *Students with a Disability*. <https://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx>