



BISHOP TYRRELL

ANGLICAN COLLEGE

INCLUSION SAFE AND SUPPORTIVE ENVIRONMENT STUDENT WELFARE

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1.0 INTRODUCTION

Bishop Tyrrell Anglican College provides a safe and supportive environment by having in place policies and procedures that provide for pastoral care, with specific reference to:

- Identification of and provision of support for students with special needs.

Bishop Tyrrell Anglican College is a non-selective school with an inclusive enrolments policy. This means that our students come from a variety of backgrounds with a wide range of learning, social/emotional, language and physical needs. The College seeks to implement a non-categorical approach to inclusion where appropriate through differentiated programming, collaborative planning and strong wellbeing and pastoral care. This policy outlines our philosophy and approach to inclusion and will be implemented across the entire College.

This Inclusion Policy addresses a desire to meet the needs of all our students. This includes students across the spectrum from those with significant learning difficulties right through to those who have been identified as Gifted and Talented.

1.1 Philosophy

Bishop Tyrrell Anglican College's Mission and Core Values provide a supporting framework that will inform and guide education for all its students. The Core Values of Academic, Christian and Caring work together to ensure each student is afforded every opportunity to grow and develop in all aspects of College Life.

The key values and goals that underpin our inclusive approach to learning at the College are:

- Providing all students with opportunities to access the curriculum, to participate as active learners and to demonstrate achievement
- Valuing and promoting the participation of families and communities in students' development and learning
- Recognising students as individuals who learn at different rates and in different ways
- Valuing and reflecting the unique and distinct place that Aboriginal and Torres Strait Islander people have in Australian society
- Embracing cultural difference and diversity and promoting intercultural understanding
- Valuing the diverse cultures, backgrounds, experiences, abilities, religions, beliefs, lifestyles, sexual orientations and gender identities of people in Australia and the world.

Inclusive education at the College is a whole school approach that allows each student to fully participate in all aspects of the educational setting. As such, it is the role of all staff at the College to provide learning experiences that are accessible to all students.

The NSW Educational Standards Authority (NESA) syllabus documents are inclusive of the learning needs of all students K-12. Advice is given in each syllabus about supporting students with special education needs, gifted and talented students, students with English as an additional language and students learning Standard English as an additional dialect. The rationale, aim, objectives, outcomes and content of each syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

The Disability Discrimination Amendment Act 2005 clearly states that schools “*must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability, and without experiencing discrimination.*”

1.2 Legislation and Funding

Bishop Tyrrell Anglican College is committed to meeting the diverse needs of students to ensure that its programs and practices are in line with national and local legislation. This necessitates the need for careful record keeping, considerable understanding of the legislation and an understanding of NESA syllabus requirements, as well as application for special provisions for students when required.

The Head of Department – Students Support is responsible for:

- Ensuring that all school programs are in order, i.e. that syllabus requirements are met and teaching learning experiences are adjusted to meet the needs of all learners.
- Ensuring that registers of all programs meet the diverse needs of our students and are available for NESA Registration and funding requirements and observing all the recommendations of relevant legislation.
- Preparing submissions for funding from the relevant agencies through the collation of relevant documentation, including the appropriate naming protocols by class teacher and/or support teachers.

2.0 COLLABORATIVE PRACTICE

Bishop Tyrrell Anglican College is committed to providing personalised pathways for students with additional needs. These will be developed in collaboration with the staff, students and parents and reflect that:

- Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem solving in all learning programs.
- The learning of students with diverse learning needs is enhanced by regular collaboration with teachers, families, community and other healthcare professionals.
- Information regarding students with additional needs is distributed to appropriate staff at the beginning of each year, and as updates are required, to ensure access requirements are implemented across all learning programs at the College. Relevant information about each student with emotional, behavioural, academic, sensory and physical learning needs will be recorded and distributed by the HoD Student Support.
- Collaboration between members of the Student Support Team and teaching staff occurs when the support needed is multifaceted.

- Collaborative practice is underpinned by expectations of privacy and confidentiality and in line with Data Protection and Privacy Legislation.

3.0 REFERRAL PROCESS

This process has been developed in consultation with all teaching and support staff to ensure that students are supported quickly and efficiently. The needs of the student are central to all decision-making and subsequent implementation of appropriate support. Collaboration with parents is essential at all stages of the referral process.

The following outline the key procedures used in identifying and implementing additional access requirements:

STEP 1 Identification

The identification of a student with additional needs can take place at any time during a students' enrolment at the College, with the aim of identifying needs as early as possible. This identification can be made by teachers and College staff, parents or students in the following ways:

- Enrolment – As part of the College's Enrolment Procedure, students and their parents attend enrolment interviews with Registrar. Identification may be made from evidence provided in the enrolment process including:
 - Relevant information disclosed during enrolment interview
 - Enrolment interview observations
 - Prior Academic reports
 - Previous IPs
 - NAPLAN or other academic assessment
 - Results from All well testing complete during student orientation for Year 7 students.
- Post enrolment
 - Parent identification
 - Teacher observation of behaviours
 - Class teacher provides samples of work
 - Student identification
 - College counsellor, Head of Stage or Homeroom teacher identification

All students identified are then referred to the Head of Department – Student Support.

STEP 2 Consultative Planning

The consultative planning phase aims to clarify the specific needs of the student and to identify strategies to improve access to learning experiences offered at the College. This consultative process includes parents, teachers and the student, as well as external healthcare providers, and is coordinated by the HoD Student Support to ensure that all parties are working toward a common goal. The consultation and planning phase may include the following:

- Initial interview - The HoD Student Support will contact parents and organise an interview with the parents and Head of Stage to assess the learning needs.
- Additional assessment from external healthcare providers may be required. This may include medical reports, psychological reports, occupational therapist reports or other healthcare professional assessments.

- Parents responsible for organising and funding additional testing and must forward reports to the HoD Student Support.
- HoD Student Support may consult with external healthcare professionals to clarify aspects of the reports provided.
 - Reports from external healthcare providers will be required for students applying for HSC Disability provisions.
- Student Support Team may observe students in class or assess work samples to determine the most appropriate course of action for the student.
- Student Support Team may consult with class teachers to identify trends in behaviours and learning capabilities.

STEP 3 Implementation

The implementation phase aims to establish early on the additional requirements needed within the classroom and during assessment to ensure each student is accessing learning opportunities. The HoD Student Support will make recommendations to parents, teachers and school counsellors as required. Parents, students and teachers collaborate in this process and agree to implement the recommended strategies. Recommendations may include:

- Implementing an Individual Plan (IP) which includes a profile of the students' needs and strategies for adjustment in the classroom and in assessment.
- Withdrawal for intensive intervention.
 - Macquarie University reading program (MacqLit)
 - Mathematics withdrawal groups
- Regular sessions with School Counsellor or external healthcare professional.
- Suggested differentiation approaches within the classroom.
- Additional involvement with College enrichment or support activities (such as the da Vinci Decathlon, various co-curricular programs).
- Application for HSC additional assessment provisions.

4.0 INTERVENTION

Responding to the needs of the whole child

When assessing the strengths and needs of students who require support, it is important to identify their progress socially, emotionally and academically. Differentiation and relevant other documentation need to ensure that all students have access to all aspects of schooling.

Some students may require intensive withdrawal, support and individualised programming, recorded as an IP designed by the Student Support Team. Some students may require an IP which outlines in-class and assessment adjustments made by the class teacher in collaboration with Student Support Team. Most students in every class should be flourishing with good quality, teacher provided differentiation and planning.

At Bishop Tyrrell Anglican College, as an appropriate guide to the level of invention needed for all students, the Student Support Team uses the following guideline for intervention for all students with additional needs (physical, cognitive, emotional or gifted and talented):

Level 1 – Classroom support

Teachers have the first level of responsibility and are required to follow the principles and practices of teaching and learning to meet the diverse needs of their student's. Within this level, the HoD

Student Support may develop a student profile and support the classroom teacher to refine differentiated learning in the classroom.

Level 2 – Working in the classroom

If adequate progress is not being made in Level 1, the HoD Student Support will consult with class teachers to assess the student's ongoing learning needs. In-class support by teacher is identified and noted in their teaching program as per NESAs requirements. This level of support may include one-on-one assistance from support teachers when intensive intervention is required for short periods of time.

Level 3 – Intensive Interventions/withdrawal

If Level 2 support is not adequately meeting the needs of the students, the HoD Student Support may develop more intensive instruction. Support is ongoing and the student is withdrawn to work with specialist support staff.

5.0 INDIVIDUAL PLANS

Individual Plans (IPs) are designed collaboratively and overseen by the HoD Student Support. The HoD Student Support and class teachers have a significant role in the design and implementation of the IP, however, classroom teachers also contribute to the planning and implementation as appropriate, making the necessary adjustments within their classrooms.

Individual Plans are reviewed annually or more frequently if required. Parents, specialist healthcare providers and students (as appropriate) participate in the design of IPs. IPs are designed and approved by parents, then recorded on the Individual Student Files.

Some students on Level 2 support may have an Individual Plan. All Students on Level 3 support will have an Individual Plan.

It is the responsibility of the HoD Student Support to distribute IPs to class teachers and all academic staff.

5.1 Formal Assessment and Diagnosis

Formal assessment and diagnosis can provide valuable insight into how to plan and cater for the needs of identified students. All students at the College who are identified as requiring significant intervention (Level 3) are encouraged to have a current formal assessment and diagnosis.

For all other students at the College, formal assessment and diagnosis are required under the following circumstances:

- Where the parent or school has indicated a need for significant adjustments in order to cater for the needs of the student, the school will require an up-to-date report that gives insight into the area of difficulty and any relevant diagnosis and appropriate strategies.
- For annual funding and legislative requirements:
 - Annual collection of census data requires parents to provide an up-to-date report and accompanying diagnosis.
 - These reports must be renewed every 2 years.

- This assessment will be funded by parents
- When student progress is not satisfactory or inconsistent with expectations.
 - It may be necessary to pursue formal assessment and diagnosis for students who are on an IP if they do not respond to the adjustments provided by the class teacher and Student Support Team or if their progress rate flattens and the gap between them and their peers begins to widen.
 - In the case of suspected gifted and talented students, when performance is not consistent with the perceived abilities of the student formal assessment may be required to provide further insight.
 - This formal assessment will be funded by parents.

6.0 ASSESSMENT

Differentiation may include offering students various modes of interpreting materials, whether visually, aurally or kinesthetically, and allowing students to choose alternative modes of presentation. Assessment opportunities should be adjusted in order for all students to demonstrate their knowledge, skills and understanding to access curriculum, as outline in the College Assessment Policy. Access arrangements may vary, depending on the nature of assessment, as outlined:

Assessment for Learning (Prior Learning)

The assessment of prior learning aims to take into account assessment practises that will enable the students to show what they know and can do outside of school support and parent input, this includes students with low cognitive function and those identified as gifted and talented. Minimal access arrangements should be implemented for diagnostic assessment.

Assessment as Learning (Formative Assessment)

Teachers view formative assessment as an opportunity to prepare students for the summative tasks and an opportunity to ensure that the skills required for the summative task are covered for all students. Appropriate access arrangements should be implemented to support students and the allow them to familiarise with the provisions available during summative assessment.

Assessment of Learning (Summative Assessment)

Summative tasks should present Support students with manageable challenges. This is true for students that need support and also for those that need extension. Therefore, some modification of the summative tasks may need to be undertaken. Adjustments identified in an IP must be implemented for summative tasks.

6.1 School-based Assessment Task Adjustments

School-based assessment tasks may be adjusted to ensure that the subject material in question is made accessible despite limitations of the student to manage the literacy or other components of the task. Expectations for academic honesty cannot be adjusted, although additional support structures may be implemented to allow students to demonstrate authenticity in their work, as outlined in the College Academic Honesty Policy.

Adjustments are not designed to provide an advantage to a student, but rather to provide equitable opportunities for students with additional needs to address syllabus outcomes and content. As such, adjustments should align with recommendations provided by NESAs for external assessment.

All assessment adjustments identified in a student's IP must be implemented for summative tasks.

The HoD Student Support, in consultation with the class teacher, is responsible for coordinating summative assessment task adjustments.

6.2 External Assessment Task Adjustments

It is important to ensure that students with additional needs have opportunity to demonstrate learning in ways that are achievable, appropriate and equitable. The principle of non-discrimination must be balanced with maintaining the rigour, integrity and equity of the credential.

Students with additional needs are eligible to apply for access to provisions for external examinations and tasks that contribute to a student's final result in the HSC.

The procedure for applying for access provisions is outlined.

6.3 HSC- NESAs Disability Provisions for the HSC examinations

Adjustments related to assessments are referred to as 'disability provisions'. Disability provisions should be determined on an individual basis through the individual planning process which is collaborative, involving students (depending on maturity), parents, relevant teachers and other specialist healthcare providers.

A non-categorical approach means that students are catered for during assessments regardless of diagnosis. Diagnosed and funded students may receive a variety of specific disability provisions depending on their disability e.g. separate space, rest breaks, extra time, writer, reader.

NESA provides for disability provisions to be granted to students who have demonstrated special needs for completing the HSC examination. Students in Year 11 and 12 must apply to NESAs for external approval for disability provisions.

The procedures for requesting disability provisions are detailed on NESAs website, *Applying for Disability Provisions*. These guidelines include the following procedures for requesting disability provisions:

- A student must provide evidence to confirm a disability as defined in the Disability Discrimination Act 1992.
- Indicate the provisions for which the student is applying.
- Indicate how the disability affects the student's work in the classroom and in examination situations.
- Supply evidence of the student's disability. If the student cannot obtain an appropriate diagnosis, then other detailed information must be submitted to establish the existence of a disability. It is necessary to provide details about why the student cannot obtain relevant documentation and diagnosis, a reasonable history of the student's difficulty and needs (including previous and current in-school support), and detailed teacher comments which indicate the impact of the student's condition on their classwork and in examinations.



- The application must demonstrate how the disability impacts on a student's ability to perform in an examination. This may be related to learning, sensory impairment, mental health, medical or physical conditions.
- Applications must be submitted by the end of Term 1, Year 12.
- Students who experience an illness or misadventure during the examination period may apply for illness/misadventure, rather than a disability provision.

It is the responsibility of the HoD Student Support, in consultation with the Deputy Principal – Teaching, Learning and Innovation, to coordinate the application for Disability Provisions.

The submission of an application does not guarantee the granting of disability provisions. Students may appeal the NESAs decision and will require further evidence and documentation.

It is the responsibility of the HoD Student Support, in consultation with the Deputy Principal – Head of Campus and Head of Academic Administration, to coordinate and implement the approved Disability Provisions during the examination period, aligning with NESAs guidelines.

7.0 REPORTING

Reporting provides feedback to students, parents and other teachers about student progress. In a standards-referenced framework, teachers make professional judgements about student achievement, based on a common grading scale in alignment with NESAs guidelines, as outlined in the College Assessment Policy.

Where adjustments are made to assessment activities, this should not restrict the student's access to the full range of grades or marks. Students who have accessed adjustments in learning and assessment are reported on using the common grade scale. Teachers may comment on specific modifications in the Teacher Comment section of the report. This would provide additional information on the progress a student has made with adjustments in place.

Students completing a NESAs Life Skills course will not be assessed or reported using the common grade scale. Specific Life Skills outcomes will be identified in the report with feedback on specific achievement achieved.

Resources

NESAs Disability Provisions, 2019
Disability Standards for Assessment, 2005

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The College will review this Policy and associated documents within twelve months and reissue a further version if necessary. Any suggested improvements should be forwarded to the Principal.

Complaints that form the basis of less serious allegations (i.e. non-reportable conduct) will be dealt with in accordance with the relevant College policy.