



Mountain Creek State High School



INCLUSION POLICY

2019



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Rationale

Mountain Creek State High School, Education Queensland and the IBO believes that all candidates should be allowed to demonstrate their abilities under any classroom / assessment conditions that are as fair as possible. Standard teaching and assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. This policy aims to ensure that inclusivity policies of the QLD government and IBO are maintained to ensure success of all candidates. This policy should be used / read in conjunction with key documents listed at the conclusion of this policy.

It is recognised that Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning.

This policy should be used to plan access arrangements for students during learning and teaching. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). This policy must guide teachers in their plans to meet the access requirements of students for all their work during their educational journey in the school.

Please note this policy does not cover adverse circumstances—such as family bereavement, civil unrest or a natural disaster—that could affect a candidate either during the preparation of work for assessment or during examinations. Medical conditions that occur within the three-month period before the examinations would be also be covered under adverse circumstances.

Purpose of policy

Purpose and objective of the Inclusion Policy is:

- to identify students with learning differences and ensure that their needs are met
- to enable students with learning differences to join in appropriate school activities
- to ensure that all students make the best possible progress
- to inform parents of their child's areas of challenge
- to facilitate provisions to reduce barriers to learning
- to explain communication protocols between parents and school
- to ensure IBO and Education Policy are being upheld within the school





1. Definition of inclusion

Education Qld defines inclusion as:

‘Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.’

The department commits to continuing our journey towards a more inclusive education system at all levels and as part of our everyday practice in schools, educational settings and classrooms.

Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

-  **attend** their local state school or education centre and be welcomed
-  **access and participate** in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
-  **learn** in a safe and supportive environment, free from bullying, discrimination or harassment
-  **achieve** academically and socially with reasonable adjustments and supports tailored to meet their learning needs

IBO defines inclusion as:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

2. Admissions policy for MCSHS IB Diploma Program

All students regardless of background, culture, religion, financial status, recognised learner difficulties (or difficulties which become apparent during the Diploma years) will be discriminated against during the application process at MCSHS. All student applications will be considered by the IB Coordinator. Student Services, MCSHS SKILL Centre, parents and students will be involved in consultation with this process.

If a learning difficulty is identified after successful application to the IB Diploma program the appropriate school facilities, or outside organisations, will be engaged to support this student within the parameters of the *IB Access and Inclusion Policy* document.

3. Responsibilities

School

Provide training for staff and faculty to successfully implement and support learning differences and differentiated instruction;

- Raise faculty and staff awareness of the needs of students identified as having learning differences
- Respect the confidential rights of the student and family
- Ensure that accommodations are met when available
- Review student progress to inform decisions regarding continued enrolment.

Student Support Services – Student Services and SKILLS

The learning support personnel has specialised training in the identification, support and development of an IEP for students with learning differences.

Responsibilities include:

- Review and store documentation from parents/psychologist for internal implementation.
- Obtain permission from parents for the release of learning differences documentation to the IB.
- Communicate IEP to teachers via appropriate venues.
- Assists students & teachers with implementation of accommodations and modifications.

Classroom teachers

A successful learning support program requires a high level of collaboration and communication between the classroom or subject area teacher and the learning support teacher. Collaboration is central to the implementation and review of the IEP.

Classroom teachers' responsibilities include:

- Understanding that some students may have specific learning difficulties and bringing concerns to the attention of the learning support teacher responsible for coordinating special needs service, following the school's identification procedures
- Offering insights to the learning support teacher in the development of an IEP
- Assisting with the identification of appropriate accommodations to support learning
- Implementing the accommodations stated in the IEP
- Work with the Learning Support teachers to monitor pupil's progress towards achieving the goals specified in the IEP
- Differentiating the curriculum to meet the needs of all learning support students within their class
- Participating in a review of the progress of students with learning differences at the end of a term
- Consulting with parents to outline the support that has been practiced at school and the progress made.

Parents

Parents have unique knowledge of their child. Therefore, parents have much to contribute to their child's learning program and should be included in the learning support plan or IEP.

Parent involvement and participation will improve the informal support plan or IEP by:

- Providing opportunities for parents and children to participate together in developing language and numeracy.
- Using proactive, timely and supportive means to communicate issues of concern.
- Supporting the learning targets and actions to be taken by the school to meet those targets.
- Discussing their child's progress with the learning support teacher / classroom teacher or IBO coordinator.

Students

The involvement of students in the development, implementation and evaluation of the IEP is an effective way to develop self-management and independence.

Students should:

- Contribute to the development of the IEP.
- Be aware of their learning goals.
- Actively strive to improve based upon these goals.
- Understand the accommodations and self-advocate for these when appropriate.
- Reflect on their progress in meetings with the parents.

Administration

In order to provide the best possible support for students with learning difficulties, the administration will:

- Collaborate with the learning support teachers on the admissions decisions of students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Provide information to parents about the school's procedure and policy for students with special needs.

IB DP Coordinator

- Communicate documentation of learning differences to IBIS for DP and course students in grade 12.
- Communicate the approved Inclusive Access Arrangements (IAA) to parents/student/Student Support Services/Ed-psychologist.
- Ensure IAA are implemented for IBDP exams & mock exams.

4. Application for alternative exam / assessment arrangements

Procedures for requesting inclusive access arrangements are explained in the relevant Diploma Years Assessment procedures.

- Coordinators are responsible for submitting requests for inclusive access arrangements
- All teachers must also read and understand this policy so that they can plan to meet the access requirements of their students from the very beginning of their study.
- All requests for inclusive access arrangements must be submitted using the online application in IBIS.
- It is a requirement to register a candidate before submitting requests for inclusive access arrangements.
- All inquiries should be directed to IB Answers

5. Rudimentary advice for IB Co-ordinators and teachers - Flexibility allowed for students seeking / requiring inclusive arrangements

Please refer to current IBO: *Access and Inclusion Policy* document for the full explanation of each of these areas

Current information for IB Coordinators – application for flexibility

Flexibility in duration of examination, course or deadline	Authorisation required
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake exams	Yes

Flexibility in examination location	Authorisation required
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	Authorisation required
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorisation require
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	yes

Use of human assistance	Authorisation required
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	Yes
Designated person to name colours (for students with colour blindness)	Yes

Non-standard flexibility for an individual student	Authorisation required
Access to reasonable adjustment	Yes

7. Maintaining IBO Standards

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.
- The arrangements requested for a candidate must not give that candidate an advantage in any assessment.
- The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.
- In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
- A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

8. Support documents

Please refer to the following documents when considering each case (not exclusive to)

- Mountain Creek Student Framework (published in diary and on website)
- Mountain Creek Inclusion Policy (published on website)
- Education QLDs Inclusion policies – (published on EDU QLD website)
- Current IB documents – for example:
 - *Access and Inclusion Policy* – refers to what can be applied for, when it can be applied for, how to implement, what modifications a school can implement without IBO permissions, ensuring the integrity of the IBO DP,
 - *Learning Diversity and Inclusion in IB Programmes*
 - *Inclusive Education pamphlet*