

## Access and Inclusion Policy

### Background

In line with Department for Education (DfE) and International Baccalaureate Organisation (IBO) policies, this policy describes the conditions under which support is provided for students to fairly access learning and assessment.

### Rationale

Glenunga believes that all learners should have equal access to teaching, learning and assessment opportunities. This enables students to participate equally and to demonstrate what they have learned effectively. The purpose of this policy, is to eliminate the impact of barriers that students experience in accessing learning, and in delivering on assessment procedures.

### Policy

In the event that a student's learning is disadvantaged, the school will provide support through teaching and learning approaches by subject teachers, approved equipment or assessment processes that enable the student to demonstrate their ability as a learner. The response will depend on the type of disadvantage experienced by the student and must be within the resources allocated by DfE.

The circumstances under which this applies are:

- Long term learning support requirements
- Temporary medical conditions
- Additional language learning.

Documented evidence of the type and level of disadvantage must be provided by the family. The IB or SACE Leader manages the process with assistance from the school's Executive Leaders, psychologist, and the Learner Support Team. Learning support and access is determined by this documented evidence including:

- Medical report
- Psychological report
- Standardised testing eg language proficiency

Inclusive access arrangements must:

- Directly reflect but not extend beyond, the specific needs of the student eg vision impaired students may access larger print - other possibilities include rest breaks, individual exam room supervision, use of word processor.
- Use the assessment criteria for the subject.
- Follow relevant IB or SACE guidelines.

### Responsibilities

#### Principal

- Oversight of school direction and procedures re inclusive access.

#### Deputy Principal Curriculum

- Oversight of IB and SACE Leaders' implementation of the policy in collaboration with the Learner Support Team.

- Oversight of monitoring and tracking students' educational progress and provision of appropriate support through the IB and SACE Leaders and Sub School Teams.

#### **Deputy Principal Director of Studies**

- Oversight of transition processes from Year 7 to 8 and identification of students with additional needs.
- Works with the Learner Support Team and Sub School teams to develop appropriate support strategies for students in Years 8 to 10. Monitor and track students' wellbeing and educational progress and respond as required.

#### **IB Leader**

- Implements the policy within IB guidelines using IB Access and Inclusion Policy.
- Works with parents and students to develop the appropriate provision for students and obtains the required documentation of medical issue or learning barrier.
- Students who enrol from outside of the school- identifies need for support at enrolment interview.
- Works with teachers, psychologist and Learner Support team, to implement support for students as required.
- Applies to the IBO for approval for access arrangements where required.
- Ensures that the student is supported appropriately in assessment requirements including examination conditions within the IB exam guidelines.

#### **SACE Leader**

- Works with Deputy Principal Senior School and where required, the SACE Board, to approve and apply special provisions.
- Ensures that students receive Special Provisions adjustments during examinations.
- Works with psychologist and Learner Support team to ensure that appropriate support is provided for students.

#### **Learning Support Team**

- Provide evidence based targeted support for students with additional needs or learning difficulties.
- Monitor student progress and the effectiveness of support strategies.
- Work with teaching staff to advise them on teaching strategies that support the learning of students with additional needs.

#### **Teaching Staff**

- Utilise approaches to teaching and learning that supports students with additional needs.
- Seek advice on how best to support students from Learner Support Team and psychologist as required.

### **Procedures**

- Students are identified as needing support upon entry to the school through the enrolment process. This results in a meeting with the Learning Support team to establish the support required.
- Sub School Leaders, SACE and IB Leaders are involved in the learner support meeting to action the support. Communicate to subject and mentor teachers.
- IBO and SACE contacted by respective leaders to ensure that support actions are appropriate where required.
- Learner Support Team provides training for teachers where required.
- The Exam Logistics Team (led by the Director of Studies) liaises with the Learner Support team to ensure that provisions for students are met. SACE, IB and Sub School Leaders are part of that team and monitor provision.

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