

## Essendon Keilor College

### Inclusive Education Policy



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#### **Rationale:**

To support learning for students that have a disability and those are not eligible for the Program for Students with Disability but who have a cognitive learning disability, a learning disability, severe health impairment or significant physical difficulty.

To support learning for students who experience a temporary but significant health issue during the course of the semester

#### **Learning Health Criteria:**

**1. PSD Funded: DET approved and funded**

*Level 1 – 4 funding*

**2. A cognitive learning difficulty**

*eg (an IQ assessment in the range of 70-79)*

**3. A learning difficulty** an IQ of 80 or above but developmental/academic skills significantly below expected levels

*eg (dyslexia, speech auditory processing or language disorder)*

**4. A health or behaviour impairment or significant physical disability**

*eg (ADHD, Autism spectrum disorder, sight or hearing impairment/clinical health/mental health diagnosis)*

#### **Student Identification:**

All students must be assessed in order to formally meet the criteria for a learning or health disability. The assessments that may be administered, but are not limited to, include:

- Wechsler Intelligence Scale for Children (WISC-IV)
- Child Behaviour Check List (CBCL 6-18)
- Wide Range Achievement Test – fourth edition (WRAT4)
- Wechsler Individual Achievement Test- second edition (WIAT-II)
- Kaufman Brief Intelligence Test- second addition (KBIT 2)
- Vineland 2 Adaptive Behaviour Scale Children’s Memory Scale (CMS)
- Test of Everyday Attention for Children (TEA-Ch)
- Peabody Picture Vocabulary Test – third edition
- Ravens Progressive Matrices
- Wechsler Adult Intelligence Scale (WAIS-IV)
- York Assessment of Reading for Comprehension (YARC)
- South Australian Spelling Test
- Wide Range Assessment of Memory and Learning (WRAML-2)
- Clinical evaluation of language fundamentals – (CELF –S)
- Medical practitioners report

Students will be assessed in consultation with the SWC, PSD leader and Campus Coordinator at each Campus.

Recommendations will be made to students, parents and teaching staff.

#### **Learning and Assessment Implementation:**

**1. PSD Funded: DET approved and funded**

- PSD Leader to convene a SSG meeting with the parents of identified students and all relevant teachers/SWC/TLC teams to establish the Goals at the end of/beginning of each semester ready for Week 2 at the latest and discuss future pathways in consultation with Principal Class
- PSD Leader to communicate the Goals to the Curriculum Operations Leader for each student so this can be entered on their report in consultation with Principal Class
- PSD Leader to work with families to identify Units which students may be assessed against VICTORIAN CURRICULUM/VCE/VCAL

## **2. A cognitive learning difficulty**

- PSD Leader to convene a SSG meeting with the parents of identified students and all relevant teachers /SWC/Campus teams to determine the units that student will be able to undertake and be assessed against VICTORIAN CURRICULUM/VCE and units to work towards Long-Term Goals assessment (6 months with review as per Abilities Based Learning & Education Support ABLES documentation)

*NB: All parents that decide their child will work towards Long Term goals assessment rather than VICTORIAN CURRICULUM assessment will be made aware that before they can undertake V.C.E that a review of their skill and knowledge development will take place. Team Leaders, PSD leaders, pathway leaders, coaches and psychologists will sit with the parents to discuss the child's options and recommendations will be put forward.*

## **3. A learning difficulty**

- Campus Coordinator to convene a SSG meeting with the parents of identified students and relevant teachers /SWC/PSD teams to determine units that students may need modified instruction and assessment. Students will be assessed against Victorian Curriculum / VCE/VCAL.

Some examples of this may include but is not limited to:

- Use of scaffolds in homework tasks
- Extra time or rest breaks CATs / SACs
- SAC's/CAT's completed using digital technology
- SAC's/CAT's broken into smaller parts

Once appropriate modification to the instruction and/or assessment has occurred, then if the student still receives less than 50% on a CAT, they will be required to redeem as per the SCP.

Where a student is required to redeem, the teacher should review the requirements of the CAT/SAC and make adjustments as appropriate.

## **4. A health or behaviour impairment or significant physical disability**

- Campus Coordinator to convene a SSG meeting with the parents of identified students and all relevant teachers /SWC teams to determine Units that students may need modified conditions for instruction and/or assessment. Will be assessed against Victorian Curriculum / VCE

Some examples of this may include but is not limited to:

- Use of a scribe
- Extra time or rest breaks for CATs / SACs
- SAC's/CAT's completed using digital technology

Once appropriate modification to the instruction and/or assessment has occurred, then if the student still receives less than 50% on a CAT, they will be required to redeem as per the SCP.

Where a student is required to redeem, the teacher should review the requirements of the CAT/SAC and make adjustments as appropriate.

**Endorsed by College Council February 14<sup>th</sup> 2019**