



Title:	TAS Junior School Inclusion Policy
Summary:	Policy and Procedure for Inclusion in the Junior School
Intended Audience:	Staff, Parents and Students
Author:	Primary Years Programme Coordinator
Date:	201607
IB Reference:	Standard A 7
Registered and Accredited Non-government Schools (NSW) Manual Reference Number 3.6.2 and 3.11.5	
Distribution:	Distributed (web or internal)

TAS Junior School Inclusion Policy

As an International Baccalaureate Primary Years (PYP) school, we acknowledge and respect that our students come from a wide range of backgrounds and cultures with varying life experiences. This diversity contributes to our mission statement and inspires our teaching staff to be caring and open-minded. A variety of teaching strategies and support staff are used to differentiate instruction, enabling all students to have equal access to the written, taught and assessed curriculum. We aim to ensure that all students have the opportunity to participate in all aspects of school life, including extra-curricular activities by ensuring that reasonable adjustments and teaching strategies have been tailored to meet individual needs.

A portion of enrolled students at TAS Junior School have special academic, physical, social or emotional needs that are addressed. These special needs include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairments
- Autism Spectrum Disorder
- Cognitive Impairments

Students who have been identified with special needs are provided with in-class support by either a fully trained teacher or aides in the form of GAP students. Classroom teachers collaborate with specialist PYP teachers to ensure they are fully aware of each child's individual needs and that an inclusive approach is embraced in all classes. All teachers prepare an Individual Education Plan (IEP) based on observations, testing and discussions with relevant support staff such as speech pathologists. Intervention for students identified as requiring adjustments can include:

- Assistive technology
- Scribe
- Small group instruction
- Reader
- Extended time
- Break time
- ESL support
- Differentiated reading material

Students who have been identified as working above perceived grade level address those needs through classroom differentiation. There is no 'extension and enrichment' class, rather work is effectively monitored, analysed and reported on.

TAS Junior School strives to ensure that inclusion is transparent and that it is central to all aspects of school life. We believe that this is supported through our culture, policies and daily teaching practices and our vision for the school.

Veronica Waters
Primary Years Programme Coordinator
Update 6.5.2020