



WERRIBEE SECONDARY COLLEGE

Inclusive Education and Special Educational Needs Policy

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WERRIBEE SECONDARY COLLEGE
DEPARTMENT OF EDUCATION AND TRAINING



WERRIBEE SECONDARY COLLEGE

GUIDING STATEMENT

Our Motto

Live worthily.

Our Vision

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally.

The Werribee Secondary College community **“lives worthily”**. We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

Our Mission

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of **respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility**. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.



INCLUSIVE EDUCATION AND SPECIAL EDUCATIONAL NEEDS POLICY

EXECUTIVE SUMMARY

Werribee Secondary College is the longest established secondary school in Wyndham. Established in 1956 as a co-educational high school it has a current enrolment of 1550 students representing approximately sixty nationalities and sixty languages.

Our vision and mission is to be a leader in international education in the Victorian State education system.

We are a highly regarded school in the Wyndham Education District and have formal accreditation as an International High School under the auspices of the Council of International Schools. We are also the first Victorian State Secondary College to deliver the IB Diploma.

The College Mission acknowledges the diversity of our students and articulates inclusivity through the following statements:

- 1) The College provides a safe and caring environment where each student is valued.
- 2) We celebrate achievements, success and growth for all students.
- 3) Our College community embraces cultural and social diversity.

Inclusive education defines who we are and what we stand for. We are an International High School boasting a diverse student profile. The mix includes students of various talents from disparate backgrounds and a broad socio-economic demographic. The clientele includes migrants, refugees, those with learning difficulties some with physical or mental health impairments all integrated into a caring and supportive school environment. All expected to achieve.

In a truly inclusive setting, every child feels safe and has a sense of belonging. The College strives to provide an environment in which this is realised.

PURPOSE

The purpose of this policy is to support the inclusion of students with disabilities and additional needs in attendance at Werribee Secondary College.

It is accepted that all students:

- 1) Have different educational, social, emotional and behavioural needs and aspirations.
- 2) Acquire, assimilate and communicate information at different rates.
- 3) Need a range of different teaching approaches and experiences.
- 4) Are unique and capable individuals.
- 5) Have the capacity to become active, compassionate lifelong learners.

BELIEFS

Our College holds the belief that ***“Diversity enriches student learning.”***

‘Inclusive education’ entails the opportunity for a diversity of students to participate in learning together. We value this diversity and the unique contributions and experiences each student brings to the classroom. This is a vital part of the learning process at our school.



Tolerance and awareness are fundamental to multi-culturalism, being an integral component of Werribee Secondary College, with a clientele of students from about sixty nationalities. This enhances the richness of the educational experience of students and essential for nurturing global citizens.

Inclusivity provides a better-quality education for all children and is instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize and learn together.

We believe that education which excludes and segregates, perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of broader civic participation, opportunity for employment and stronger community connectedness.

This inclusive approach contributes to our students being more able to meet the challenges of an increasingly globalized world. It makes them more tolerant and appreciative of other people and cultures.

DIVERSITY

Werribee Secondary College literally celebrates diversity, we run an annual Festival Day dedicated to our diversity.

We are committed to supporting the achievement and participation of all students. We acknowledge that some young people have intersecting identities or additional needs, which are to be taken into consideration.

These may include:

- 1) Having a disability or additional learning needs.
- 2) Gender identity.
- 3) Sexual orientation.
- 4) Aboriginal or Torres Strait Islander person.
- 5) Race.
- 6) Cultural identity.
- 7) Speaking a language other than English.
- 8) Social factors.
- 9) Economic factors.
- 10) Experience of abuse, neglect and family violence.

INCLUSIVE EDUCATION

An inclusive education enables all students to be welcomed, accepted and engaged, so that they can participate and thrive in school life.

Inclusive education:

1. Ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers.
2. Acknowledges and responds to diverse needs, identities and strengths of all students.
3. Occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education.



4. Benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment.
5. Contributes to positive learning, engagement and wellbeing outcomes for students.

Principles of inclusive education:

The following SHARE principles provide guidance for all members of the school community regarding features of inclusive education. Inclusive education should be:

- 1) Student Centred

Inclusive education involves students through collaboration with their peers and/or carers in decision making processes as respected partners in education.

- 2) Human rights focused

Inclusive education is supported by and is the realisation of a human rights-based approach to education. International human rights and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect.

- 3) Acknowledges strengths

Inclusive education recognises that each child and young person is unique. It focuses on a strength based, personalized approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

- 4) Respects legal obligations

Inclusive education enables us to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

- 5) Evidence based

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

Legal Obligations:

As a Victorian State Government High School, we have legal obligations that include the provision of educational opportunities, duty of care, occupational health and safety, upholding of human rights, and the prevention of discrimination.

As education providers, we must comply with the Equal Opportunity Act 2010 (VIC), Disability Discrimination Act (1992) and the Disability Standards for Education.



These standards cover enrolment, participation, curriculum development, student support services, the elimination of harassment and victimisation providing guidance for schools on:

- The rights of students with disabilities
- The legal obligations on education providers
- Some of the measures that would demonstrate compliance

The Standards apply to all students with disabilities, not just those who are eligible for support under targeted funding programs. Under both State and Commonwealth laws, schools must make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

Adjustments:

When planning an adjustment for a student, the school should consult with the parent/guardian/carer and the student, through the Student Support Group process.

The college has a number of personnel, strategies and processes in place to monitor and support students who may be at risk of not achieving their chosen endeavours. These include:

1. The Student wellbeing team, which provides counselling (in English/Chinese), external referrals, coordination of meetings with parents, case management, advocacy, psycho-directive education, peer or student / teacher mediation and risk assessments.
2. Sub-school teams consisting of a Junior, Middle and Senior school, each with an assistant Principal, a Director, two-year level coordinators, a clerical assistant and a student welfare team member.
3. Program for Students with a Disability (PSD) coordinator.
4. Salvation Army student mentors.
5. Wyndham council – Youth Counselling.
6. VICSEG refugee support programs.
7. Koori Education Support officer and VAACA Integrated Family Services.
8. Referrals to Royal Children Child Adolescent Mental Health service (CAMHS).
9. Year 10 WIPPS.



10. Student re-engagement programs
 - a. Literacy Focus Groups (LFGs)
 - b. EAL (English as an additional language)
 - c. EMM (Numeracy support).
 - d. Hands on Learning.
 - e. Links Program.
 - f. Hand-brake turn.
 - g. Skills First Re-connect program with IMVC, Jesuit Social Services.
 - h. Strive Youth Services – Transition to Work program.
 - i. Making Alternatives Possible (MAP) – Western Melbourne.
11. Careers department and alternative pathways counselling.
12. A range of senior school programs including:
 - a. IB (International Baccalaureate Diploma Program)
 - b. Victorian Certificate of Applied Learning (VCAL)
 - c. Victorian Certificate of Education (VCE)
 - d. Vocational Education and Training (VET).

As an International High School and provider of the IB, VCE and VCAL

An International High School and provider of the IB Diploma, VCE and VCAL, Werribee Secondary College implements, provisions and fulfils recommendations as required by both bodies. We are to ensure that all students have access to a high quality and intellectually challenging education suitable for and catering to their learning capacity and motivations. Students are to have a sense of being accepted, cared for and valued. They are to be provided with a range of opportunities to succeed and thrive.

The school supports access for students to undertake IB programmes and its philosophy through promotion of the IB both within the College and widely throughout the community.

The College website, printed media, electronic noticeboard, information evenings, and year level assemblies publicise the college's provision as an alternative to the Senior Programs under state auspices, being the VCAL and the VCE.

The school develops and implements policies and procedures that support the programs. The IB program is supported through:

- 1) Offering a comprehensive IB Diploma learning program
- 2) Providing staff with access to professional development in order to obtain IB Diploma teaching credentials
- 3) Establishment of a link with a neighbouring MYP, primary to year nine college whereby students in their graduating year can transition into the WSC IB Link Diploma Program
- 4) Accessibility of The Diploma IB to all students after the completion of Year ten and in accordance with the criteria of the state-wide enrolment protocol.



The limiting factors to enrolment in the IB are the student enrolment capacity of the college and provision of a viable educational pathway for the student.

Transition of students with educational needs from other schools:

We have in place a transition system whereby students coming in from Primary schools are flagged and highlighted if they have pre-existing physical, mental health or other learning/behavioural challenges. Our year seven coordinator along with our Junior School Assistant Principal visits the neighbouring schools to gain a deeper appreciation of students coming to join our school and their individual challenges. Depending on the nature of the barriers to learning, differentiated learning and appropriate teaching strategies will be applied.

Where a child has come to the college with a diagnosed disorder, the treating practitioner will provide information to our sub-school leaders, Integration Coordinator and Wellbeing department who will then alert the relevant teachers and suggest strategies to help the student cope with the learning demands.

The college has a number of resources and practices in place to support students with special educational needs.

These include:

- 1) A Program for 'Students with a Disability', coordinator and a team of educational aides.
- 2) English as an Additional Language coordinator and a team of teachers as well as Language Aides.
- 3) Intensive English language program and teachers.
- 4) Literacy Focus classes in Junior and Middle School. These are smaller classes of maximum twenty students as opposed to twenty-five. These students do not undertake a LOTE.
- 5) A Literacy Leading Teacher.
- 6) Mathematics at Junior and Middle School is divided into fluid streaming groups.
- 7) A Numeracy Leading Teacher.
- 8) One class each at years seven to ten with a reduced student number (a maximum of twenty as opposed to twenty-five) specifically for those diagnosed with severe learning difficulties, which we term a Literacy Focus Group (LFG)

Differentiation:

Differentiation is a strategy employed to meet the varied learning needs of students and their particular learning styles.

- Collaborative curriculum planning and reflection incorporates differentiation for students' learning needs and styles.
- "Differentiation" is a major focus of the Staff Development Team.
- Differentiation is a mandated school wide goal included in each staff member's professional development review document.



- Heads of Faculty meet to address the need for ‘Differentiation’. Time has been allocated to staff for planning and reflection to develop differentiation. Both curriculum and professional development time can be utilized.
- Differentiation is an integral part of the school wide learning model, which espouses the expectation that learning is geared around the individual student’s needs.
- Staff have access to personal small group and school wide professional development sessions on Differentiation.

The continuum of student needs:

Gifted students are provided for and challenged in an Accelerated Learning Program in which four years of secondary level is undertaken within three years.

Students with severe learning difficulties are supported through the assistance provided by Teacher Aides and are allocated to a smaller class group so that teachers are able to differentiate for students more explicitly.

Out of Home Care students are allocated a designated teacher and a learning mentor. At least one Student Support Group meeting is convened per term as well as a half yearly review of their Individual Education Plans with an Educational Needs Analysis.

Students with special needs or learning difficulties, have their information compiled into a One Note portal with restricted access to staff. Access is purely on a ‘need to know’ basis to safeguard confidentiality.

The wellbeing team:

The Wellbeing department in consultation with school leaders, parents, and expert external social workers or health practitioners, distribute pertinent family or health information to teachers. This facilitates reasonable adjustments to the student’s learning, school work load and allows for exemptions.

Student Support Groups (SSG’s) are convened to develop specific learning or behavioural goals and formulated into a Management or Education plan. This involves different parties such as:

- 1) The PSD (Integration) Coordinator
- 2) Visiting or external psychologists
- 3) The Student
- 4) The Family or carers
- 5) Level coordinators
- 6) Student Wellbeing counsellors and coordinators
- 7) The Director of Junior, Middle or Senior school
- 8) Teachers
- 9) Health practitioners
- 10) Social workers



The negotiated plan is shared with the teachers and the aides. Goals are incorporated into the child's learning program, reviewed and revisited with the student regularly.

In conclusion:

As a highly esteemed college in the Wyndham Network, we strive to be an inclusive international high school embracing different cultures and catering to students of differing learning capacities and motivations. As a school, we challenge students to “Live Worthily” and empower them with the mindsets, values, confidence, knowledge and skills necessary for survival in an increasingly competitive and ambiguous world.

We differentiate for learning growth and provide reasonable adjustments. This coupled with strong pastoral care and support structures assists to move students out of disadvantage, overcome barriers to learning and allows them to complete a world class education. Upon graduation all students are equipped with greater knowledge, skills and global perspectives which augers well for success.

REVIEW PERIOD

This policy was last updated on 06/2019 and is scheduled for review on 06/2022.