



CEDARWOOD SCHOOL INCLUSION POLICY

Includes Individual Therapy, Individual Education Programmes and Class Conferences

Purpose of this Policy:

Cedarwood School is an inclusive school for children who have mild to moderate support needs which prevent them from coping adequately in the mainstream school environment. Our school fully supports the principles of Inclusive Education as contained in the Constitution and White Paper 6 on Education and Training.

Values of human dignity need to be implemented in an inclusive education system to ensure that all learners, with or without barriers to learning, pursue their learning potential to the fullest. The Policy on Screening, Identification, Assessment and Support (SIAS) aims at improving access to quality education for vulnerable learners who experience barriers to learning (DoE 2001). Cedarwood School caters for a diverse range of learners and believe in the importance of making learning accessible to all.

Inclusive education involves all learners in a community, with no exceptions, and irrespective of their intellectual, physical or other differences such as race, gender, culture, religion, and belief system. The definition provided by Education White Paper 6 on inclusion of learners with special education needs is paraphrased as follows:

- All children and youth can learn and should be provided with the support they need in order to access learning opportunities
- Learner needs and human experiences are unique and therefore they should be respected and equally valued
- The needs of learners must be met by educational systems
- Learners differ in terms of age, gender, ethnicity, language, social grouping, disability and health status

Education is a basic right and educators should facilitate learning and nurture future potential as individual citizens. Cedarwood acknowledges that the development of an individual is an ongoing process that involves the interaction of various factors in a dynamic and reciprocal manner.

Cedarwood School offers support to all learners, parents and teachers in the following ways, in order to implement the policy effectively:

1. Learner Support

- 1.1 Learner-centred teaching; an attitude of acceptance and classrooms that encourage interaction with information in order to facilitate learning
- 1.2 Access to teachers who are sensitive to diversity and use diverse teaching methodologies and learning activities while taking into account barriers and learning preferences
- 1.3 Access to an academic support team who offer support within and outside of the classroom on an individual or small group basis
- 1.4 Ongoing assessment of abilities and support requirements
- 1.5 Concessions provision which require approval from GDE in FET phase
- 1.6 Access to social, emotional and psychological support on campus
- 1.7 Recognition and compliments for achievement, effort and success within any area of development (academic, sporting, attitude, and talent)

1.8 A variety of pathway options available in the college and FET phase of education

2. Parent support:

- 2.1 Open door policy to discuss with the management or teaching staff, any area of concern
- 2.2 Access to the School Based Support Team with regard to diverse and changing needs of their children
- 2.3 Continuous meetings, weekly feedback form, round table and panel discussions which provide ease of access to information within the full multidisciplinary team
- 2.4 Informed decision making occurs as a team which includes parents, teachers and support staff
- 2.5 Access to personal emotional support

3. Admissions procedure and requirements

Cedarwood application requires a psychoeducational assessment and latest school report in order to gain an in-depth understanding of a child's areas of strength and difficulty. The Admission team reads through the information available should the parents be interested a meeting is arranged with the parents in order to provide information with regard to the opportunities and structures available at the school.

This meeting will determine the possibilities for the child, and if the parents would like to proceed, a trial week is arranged. During the trial week, the learner enters into a suitable class within their current grade and engages in the subject offerings within the school. Teachers give individual feedback with regard to their academic, social and emotional functioning within the class setting and an indication of support requirements is provided. This information is compiled by the class teacher in the Prep learning support coordinator in the College who also spends time with the child. The parents attend a feedback meeting whereby a written report is given and an indication of the suitability of the placement is made. If space is currently unavailable within a suitable class, the child is offered a place on the waiting list. If the school is unable to provide the support required by the child, a referral can be made in the best interest of the individual and their family.

4. Identification and assessment

The School Based Support Team (SBST) is involved in working alongside teachers to identify any possible barriers to learning. Assessment occurs on a continual basis in a summative and formative form. Alongside class-based tasks, tests and exams, the school conducts yearly baseline assessments within the senior phase in order to monitor for progress and support needs. Grade 3,6 and 9 full assessments are offered to parents. Educational Psychologists are also available to assess for barriers to learning, concessions and effective intervention requirements. Any information gained from assessments is communicated to parents and, with permission, shared with staff in order to inform appropriate intervention.

5. Curriculum access and options

Cedarwood School offers the CAPS aligned curriculum with support. Learners who have barriers to learning, whether academic, emotional or social, may need additional support in order to meet the requirements of the curriculum. Teachers provide classroom support and the SBST offers increased levels of support (based on the Response to Intervention model). Should a learner still not manage to keep up with the curriculum requirements, an arrangement can be made, in consultation with their parents, for them to be placed on an (IEP-Individual Education Plan) in a subject area.

Cedarwood provides access to the academic FET curriculum, as well as accredited Vocational pathways. The Pre-Vocational stream is also available for learners in Grade 7-9 who are committed to the Vocational pathway. The Pre-Vocational stream allows learners access to the grade based curriculum in class; however alternative assessments are offered to assess their understanding and learning without reliance on formal tests and exams. The variety of pathways or streams available at

Cedarwood offer a variety of opportunities for learners to continue with learning and development at a level that is accessible to them and most beneficial for their overall development.

6. Monitoring learner progress

Teachers conduct ongoing assessments and observations in order to evaluate a learner's performance within a subject area. Flagging forms(College), TSTS (Prep) are used to raise concerns about a learner with regard to academic, emotional, behavioural, focus, social, organisational or technological support needs. The SBST then identifies the need for more support based on the information gained from teachers through the files.

Meeting with parents are held on a termly basis if their child has not met the pass requirements and if more support is needed. Support sessions are recorded consistently and information with regards to progress is communicated to parents and teachers. Evidence of intervention and support is crucial in order to monitor progress.

7. Special provision

Access to education involves not only physical accommodations for learners, but also for learning disabilities. Cedarwood provides concessions for learners who need additional support in tests and exams.

Concessions are applied for based on evidence of ongoing difficulty despite intervention, concessions need to be approved by the GDE in order to gain a tracking number and be placed on their records indicating a learner in need of support. At times, learners also need support of a facilitator in the classroom in order to support learners with planning, organisation, and task management.

RECORD OF CHANGES

<u>Date</u>	<u>Page no, heading, brief description of changes</u>	<u>Entered by</u>
22 Aug & 1 Sept 2015	None	D van Wyk
22 Aug 2016	None	R da Cruz
1 Nov 2017	Page 1 Point 1.5 added GDE approval	M Jansen
1 Nov 2017	Page 1 Point 1.6 added social, emotional and psychological	M Jansen
1 Nov 2017	Page 2 Point 2.2 removed the word communicate with	M Jansen
1 Nov 2017	Page 2 Point 2.3 added the words weekly feedback form	M Jansen
1 Nov 2017	Page 2 Point 4 added the words in the senior phase	M Jansen
1 Nov 2017	Page 2 Point 5 removed the word mainstream and replaced it with the words CAPS aligned	M Jansen
1 Nov 2017	Page 2 Point 5 added the words based on the response to intervention model	M Jansen
1 Nov 2017	Page 2 Point 5 removed the words and skills based	M Jansen
1 Nov 2017	Page 3 Point 6 added flagging forms are used	M Jansen
1 Nov 2017	Page 3 Point 6 changed SBS team to SBST	M Jansen
26/09/18	Spelling	Team(Review File)