Cedarwood School

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CEDARWOOD SCHOOL
INCLUSION POLICY

This policy must be read in conjunction with the POPIA Manual

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 believes in the importance of making learning accessible to all.

Inclusive education involves all learners in a community, with no exceptions, irrespective of their intellectual, physical or other differences such as race, gender, culture, religion, and belief system. The definition provided by the Education White Paper 6 on the 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's 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-centered teaching; an attitude of acceptance and classrooms that encourage interaction with information in order to facilitate learning;

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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 offers 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 Examination Accommodations that require approval from the GDE in the IP and Senior phase, and SACAI in the FET phase;
1.6 Access to on-site social, emotional and psychological support;
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 IP, Senior and FET phases 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 regards to the diverse and changing needs of their children;
2.3 Continuous meetings, communication with parents when needed, weekly communication, 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 emotional support.

3. Admissions procedure and requirements

Cedarwood applications require a psychoeducational assessment that is no older than two years and the 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, and should the parents be interested, an enquiry meeting is arranged with the parents, the Headmaster and an Educational Psychologist in order to provide information with regard to the opportunities and structures available at the school.

The School will determine the possible suitability 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 are provided. This information is compiled by the class teacher in the Prep and an educational psychologist 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 child 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. Assessments occur on a continual basis in a summative and formative form. Alongside class-based tasks, tests and exams, the school conducts yearly scholastic baseline assessments with the Grade 6s and 9s in order to monitor the child's progress and support needs. Psychoeducational assessments are offered to parents of children in Grades 3, 6 and 9 who are due for an updated assessment as they transition to the next phase in education. Educational Psychologists are also available to assist with barriers to learning, accommodations and effective intervention requirements. Any information gained

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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 Grades 4-9 who are committed to the Vocational pathway. The various 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 learners' performance within a subject area. Flagging on Ed Admin (College) and 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.

Meetings 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. Teachers and SBST liaise regularly to discuss the progress of pupils in support and feedback to parents when necessary. 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 accommodations for learners who need additional support in tests and examinations.

Accommodations are applied for based on evidence of ongoing difficulty despite intervention. These need to be approved by the GDE in the IP and Senior phases, and SACAI in the FET phase in order to be placed on their records indicating a learner in need of support. At times, learners also need the support of a facilitator in the classroom in order to support them with planning, organisation, and task management.

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RECORD OF CHANGES

Date	Page no, heading, brief description of changes	Entered by
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)
30/09/2019	None	Management
11/09/20	Accommodations, SAICA	M. Demartinis
11/09/21	None	M. Demartinis
11/11/22	None	M. Demartinis
13/11/23	Grammar, Accommodations and Procedural Updates	S. Kaufman and N. Atteridge
20/09/24	None	Management
08/10/25	None	Management

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