



The Montessori School Kingsley Inc.

INCLUSION POLICY



Version Management

Version	Date Published/Reviewed	Changes	Author	Date Ratified by School Board
1	2022	New Policy	Principal	11 August 2022

1. INTENT

This policy outlines The Montessori School's commitment to every child accessing a quality education where they can achieve growth in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Our rigorous and diverse curriculum maximises engagement through multiple entry points for learning, whilst also ensuring that students have access to intervention and specialised support to increase their learning and wellbeing outcomes.

Montessori education is a school system where each child is free to develop themselves in a positive manner with the intent that as peaceful, fulfilled and valued adults they will contribute meaningfully to our world. Montessori education recognises that every child is a unique individual with their own interests, skills and talents. Our school celebrates the diversity of people while also believing that every child follows a universal drive to grow and develop mastery in chosen areas. The Montessori School actively promotes the development of the whole child. Our first priority is to support a child's character and social-emotional skills, work ethic and habits. Once a child is settled and engaged, academic skills and challenges can be addressed. Our teachers and staff strive to observe and know their students individually, and to meet each child's developmental needs according to their interests and abilities. In addition to considering the child as an individual, we place strong emphasis on their sense of belonging to the broader community. We seek to support students' independence and encourage an attitude of life-long learning.

The Montessori School welcomes students, families and staff from every and any background. We do not discriminate or treat unequally any person according to their cultural or ethnic identity, their sexual orientation or gender identity, medical conditions, their language or appearance. The School has processes in place to ensure students with diverse needs are supported and cared for.

We particularly welcome people from the Aboriginal or Torres Strait Islander communities, acknowledging that we meet on their Traditional Lands and benefit from thousands of years of their knowledge and care for Country. The Montessori School has a Reconciliation Action committee and is actively developing a Reconciliation Action Plan. A variety of activities, materials and programs are being developed to support the ongoing learning and development in our school of Noongar and other Australian Indigenous culture, language and knowledge.

This policy of inclusion is in keeping with the International Baccalaureate philosophy which states: "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving" (Meeting student learning diversity in the classroom p. 1).

Further to this, emphasis is placed on providing differentiated instruction which recognises the diverse learning needs of the students and ensures that the most effective strategies for achieving the desired learning outcomes are implemented.

The Australian Curriculum Assessment and Reporting Authority (ACARA) is committed to achieving equity of access in education and acknowledges the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008), the Disability Standards for Education 2005 and the Disability Discrimination Act 1992 and recognizes its obligation to "support the rights of students with disability to participate in education courses and programs on the same basis as students without disability" (ACARA Students with Disability p. 1). The ways in which the Australian Curriculum has been designed to address these goals are detailed in The Shape of the Australian

Curriculum Version 4 (ACARA, 2012).

As part of this, ACARA developed the English as an Additional Language Dialect Teacher Resource and acknowledges that “Students for whom English is an additional language or dialect (EAL/D) require specific support to build the English language skills required for effective communication and access to the Australian Curriculum” (ACARA Student Diversity, EAL/D p.6).

2. ORGANISATIONAL SCOPE

School staff, students, as well as parents/carers.

3. DEFINITIONS

TERM	DEFINITION
Board	The governing board of The Montessori School Kingsley, comprises its Chairperson, the Principal, Directors, and Heritage Directors.
Diverse Learners	Our diverse learners include: <ul style="list-style-type: none">• Students with learning difficulties or specific learning disability (SLD)• Students with a disability• Gifted and highly able students• Students with English as an Additional Language or Dialect (EAL/D)
Documented plans (Individual Education Plan or Adjustment Plan)	<p>Personalised plans that contain information to support students’ inclusion and achievement in school.</p> <p>Documented plans are developed for gifted students and students with learning difficulties and disabilities. Specialist teachers and classroom teachers work closely with parents and support people to ensure an appropriate curriculum is available through personalised goals and adjustments. These adjustments may be to the curriculum, the environment, and/or the teaching instruction. Learning plans are monitored on an on-going basis and are formally reviewed at least twice a year.</p> <p>Adjustment plans (APs) detail general and ongoing adjustments made to support student engagement and learning. Individual Education Plans (IEPs) combine the same content as an AP but also contain specific detail regarding curriculum standards and academic or behavioural goals.</p> <p>The International Baccalaureate Approaches to Teaching and Learning (ATLs) require differentiated learning to ensure their programmes are equitably accessed.</p>
Parents	Includes guardians and carers with primary responsibility for the child.
Support Services	The Association of Independent Schools of Western

	Australia (AISWA) provides a range of professional support services which the school accesses for diagnostic and professional advice. These include Speech, Behaviour, Psychology, and Disability Support. This involves a referral, observation and consultation about how best to support the students. This process is in close collaboration with Support services, teachers and families.
School	The Montessori School Kingsley
EALD Learners	EALD is a Literacy support programme for non-English speaking students who were either born overseas, have parents born overseas or identify with another cultural background through extended family. Refer to the Language Policy for more information.
Workers	The person who carries out work in any capacity for the School, including work as: <ul style="list-style-type: none"> • an employee; or • a contractor or subcontractor; or • an employee of a contractor or subcontractor; or • an employee of a labour hire company who has been assigned to work in the persons business or undertaking; or • an apprentice or trainee; or • a student gaining work experience; or • a volunteer.

4. POLICY CONTENT

4.1 Understanding our Diverse Students

4.1.1 Students with a Learning Difficulty

Includes students who do not have an identified intellectual disability and whose reasoning appears commensurate with their chronological age but exhibit significant and on-going difficulties in key aspects or particular areas of academic learning. They are achieving below the expected level for their age and general ability. This may also include students with social and emotional issues. (American Psychiatric Association, 2013. Diagnostic and statistical manual of mental disorders (5th ed.)).

Examples include:

- Dyslexia
- Dyspraxia
- Dysgraphia
- Auditory and/or Visual discrimination difficulties
- Non-specific neurological processing disorders
- Periodic social and/or emotional needs

4.1.2 Students with a Diagnosed Disability

Includes students with vision, hearing, intellectual, physical, social/emotional, autistic, or multiple impairment (*Disability Discrimination Act, 1992* and the *School Education Act, 1999*). The learning and developmental needs of students with disabilities are influenced by a range of factors that may require different forms and levels of intervention and educational provision.

4.1.3 Gifted and Highly Able Students

Includes students who are gifted with potential that is among the top 10% of age peers and students who are talented with skills that are among the top 10% of age peers. The distinction between potential and performance is identified to support the development of the student's giftedness into talent.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field (Francoys Gagne, 2003).

In addition, some students may be identified as having dual exceptionality in that they may be gifted in a specific area but have learning difficulties in another area.

4.1.4 Students with English as an Additional Language or Dialect (EAL/D)

Includes overseas or Australian-born students whose first language is a language other than English or Aboriginal and Torres Strait Islander students whose first language is an Indigenous language. These students have diverse educational backgrounds which may include:

- schooling equivalent to their same-age peers in Australia
- limited or no previous education
- little or no literacy experience in their first language (or in any language)
- excellent literacy skills in their first language (or another language)
- learnt English as a foreign language and had some exposure to written English but need to develop oral English
- already learnt one or more languages or dialects other than English
- good academic language skills but struggle with the social registers of English (ACARA EAL/D Overview p.7)
- The International Baccalaureate Diploma Programme (IBDP) requires all students to learn a second language and the International Baccalaureate Careers-related Programme (IBCP) (when available) requires all students undertake a course of functional language acquisition related to their chosen career related study.

4.2 School Leadership Role:

- Support staff to analyse learning and wellbeing data to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of knowledge and skills of staff through the access to and provision of training and development.
- Budget and plan for the provision of specialised and targeted resources (e.g., staffing, assistive technologies, facilities, intervention programs).
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning of individualised learning, assessment and reporting through the

management of learning plans.

- Work in partnership with families, support services and external service providers to maximise learning, social, emotional and behavioural outcomes.
- Support and guide families to gain access to resources within the school community and other external support agencies.
- Nurture a school community where members feel safe and free from discrimination, bias and harassment by creating an environment that embraces diversity and supports peace, respect and harmony.
- Ensure that enrolment and transition processes are respectful and responsive to individual needs.
- Direct and oversee the collection of data and evidence to support applications for special funding where applicable, e.g., Nationally Consistent Collection of Data (NCCD), or Association of Independent Schools of Western Australia (AISWA).
- Ensure confidential diagnostic and specialist reports are kept confidentially in the student's file, with trackable access to teachers.
- Arrange adjustments for students during external and internal examinations if applicable and in the student's best interest.

4.3 School Staff Role

- Provide for personalised learning and targeted support in classroom learning programs.
- Recognise that each student has their own aspirations, learning needs, strengths, and interests.
- Set high and realistic expectations for achievement and ensure growth in learning for every student.
- Read documents and reports provided by parents and carers about their child's learning needs.
- Accommodate and cater for the needs of all learners in their care by developing learning plans and integrating the use of assistive technologies when required and applying reasonable adjustments through differentiated curriculum, learning and assessments.
- Analyse formative and summative assessment data, observations, anecdotal evidence and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Write documented plans detailing adjustments and goals for students with disabilities, behaviour concerns or learning difficulties.
- Collect and maintain detailed evidence of the implementation of adjustment strategies, and any other observations, notes and information pertinent to funding applications for students with imputed or diagnosed disabilities.
- Maintain and display up-to-date action plans for students with serious medical conditions, including but not limited to asthma and anaphylaxis.
- Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training.
- Provide a learning environment that is safe, supportive, flexible and act when students are experiencing exclusion or loneliness.
- Work in partnership with students, families, staff and external service providers to maximise learning and social outcomes.
- Report all concerns to the classroom teacher/ IBDP Coordinator/ IBCP Coordinator and seek support from Principal where appropriate.
- Ensure confidential diagnostic and specialist reports are kept confidentially in the students file, with trackable access to teachers.

- Generalist staff are to inform and liaise with specialist teachers about any adjustments that need to be implemented and amended.

4.4 Parents/Carers Role

- Communicate openly with the School and provide relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs.
- Raise any issues or concerns regarding their child's participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate.
- Be involved in the planning, development, and implementation of their children's learning plan
- Be aware of School policies, programs, rules, and routines and respect other people's rights to confidentiality.
- Understand and support the Montessori pedagogical principles that underly our approach to the holistic education of the child.
- Understand the International Baccalaureate Standards and Practices.
- Provide a home environment which aligns with the Montessori and IB principles on which the education at The Montessori School Kingsley is founded.
- Understanding the supports and resources available within our school environment.
- Be guided by the Community Code of Conduct in their behaviour and communications toward all members of staff working with their child.

4.5 External Service Providers

We recognise that some students who have a disability, learning difficulty, specific learning disability (SLD) or other additional needs, require support from external service providers. On occasions where this support cannot be accessed outside of school hours, parents and caregivers may request that the Principal allow the non-Department service provider to work with their child while they are at school. The Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request.

4.6 International Baccalaureate Standards and Practices

The School demonstrates continual support for a diversity of learning in accordance with the following [International Baccalaureate Programme Standards and Practices](#) in delivering both its Diploma and Career-related programmes:

- A9: The School supports access for students to the IB programme(s) and philosophy.
- B1:5 The School develops and implements policies and procedures that support the programmes.
- B2:8 The School provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for:

ROLE	RESPONSIBILITY
Policy Owner	The Policy Owner, the Principal, has overall responsibility for the content of this Policy and its operation in the School.
Principal	The Principal is responsible for ensuring that the requirements of this policy are implemented, monitored and reviewed.
Workers	Ensuring they understand the information presented in this policy.

6. RELATED DOCUMENTS:

6.1 Policies that are relevant to the operation of this policy are as follows:

- Assessment and Reporting Policy
- Language Policy
- Enrolment Policy

6.2 Internal documents that are relevant to the operation of this policy are as follows:

- Staff Code of Conduct
- Students Code of Conduct
- Community Code of Conduct
- Complaints Policy and Management Process

6.3 Other documents/websites that are relevant to the operation of this policy are as follows:

- IB Approaches to Teaching and Learning
- International Baccalaureate Programme Standards and Practices (PSP) 2014 (CP)
- International Baccalaureate Programme Standards and Practices (PSP) 2020 (DP)
- <https://www.nccd.edu.au/>

6.4 Federal Legislation

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992
- Disability Standards for Education 2005 - Work Relations Act 1996
- Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008)
- The Shape of the Australian Curriculum Version 4 (ACARA, 2012).
- Commonwealth Privacy Act 1998

6.5 State Legislation

- Equal Opportunity Act WA 1984
- Occupational Safety and Health Act 1997
- School Education Act 1999