Montessori International College

International Baccalaureate
Career-related Programme

Inclusion Policy

Preliminary

Table of contents

1. Purpose **4**

2. Philosophy **4**

Montessori International College Values 5

Key terms: 6

Learning diversity 6

Inclusion 6

What are the IB's principles of an inclusive education? 6

3. Organization **7**

Policies 7

Procedures 7

Procedural learning support documents (Appendix 4.) 8

Accessibility 8

4. Roles and Responsibilities **9**

Learning Support Coordinator 9

IB Coordinator 9

Assistant Principal - Senior Phase 10

Teachers 10

5. Curriculum **11**

Collaborative planning 11

Human commonality, diversity and multiple perspectives 11

Differentiation of teaching and learning 11

Understanding and respect 11

Differentiation of demonstration of learning (assessment) 11

Universal Design for Learning 11

6. Who is accessible teaching and learning for? **12**

7. Evaluation and Review **13**

8. Appendices **14**

1. Purpose

The importance of an inclusive approach to education
Montessori International College places great importance on providing equitable access to all students of the College to all areas of the school programme. An inclusive approach to education considers a range of reasons why a student may find it difficult to participate in the school programme - physical, medical and/or psychological. It is important to focus on what students **can** do rather than what they cannot, as this - this positive approach is vital to supporting students as they define their future lives, including the development of their interests and talents.

The purpose of this policy is to clearly describe why we believe this is important, how we define **learning diversity** and **inclusion**, processes we have in place to support all learners and who is responsible for this integral element of the programme.

2. Philosophy

From the College website:

> Students at Montessori International College enjoy a learner-centered education. They experience hands-on, independent and purposeful learning as well as the support of a caring and inclusive community. Surrounded by nature, learning occurs in beautifully designed eco-friendly learning spaces under the guidance of highly skilled teachers. These learning spaces provide nurturing, aesthetically pleasing environments for MIC students to engage their intellectual curiosity and realise their creative potential.
>
> Montessori students learn how to ask questions and know where to find answers. With the extra attention we provide in a small school environment, our students consistently demonstrate independence, accomplishment, responsibility for self and others, civility and an enthusiasm for distinction in all they do.
> https://montessori.qld.edu.au/

We believe that all students of the College should have meaningful and equitable access to the curriculum offered. The pedagogical framework of the College (the Montessori approach) inherently supports, values and caters for student diversity and respects individual learning differences and preferences. This framework allows students a greater degree of autonomy and independence, and the ability to engage with different aspects of the program and different levels of complexity as they are psychologically ready. This is carefully guided by the teacher, following an inquiry based approach, but also draws on explicit and direct instruction, depending on the needs of the child. Our overarching value is creating a culture

of peace and becoming more internationally minded. This supports the value we place on Learning Diversity and Inclusion.

Montessori International College Values

We have developed a set of values (2017) which are fundamental to the operations of the school and, more importantly, progress our culture of learning. These values, support, and reflect universally shared human values which are conducive to creating a Culture of Peace. Our individual behaviours and actions throughout the college affirm these values.

Interdependence is recognising that we are shaped by our relationships, and that our potential as human beings and as a society is dependent on the quality of our relationships with one another. People learn from each other, find support, create solutions, and gradually discover new capabilities from this web of trusting relationships.

We are all 'bundles of potentiality' that only manifest in relationship. Meg Wheatley

Deep Collaboration enables us to draw upon a knowledge base that would otherwise be inaccessible by taking advantage of strengths, interests, and capacities unique to each individual.

If you want to go fast, go alone. If you want to go far, go together. African proverb

Autonomy empowers and provides agency for individuals. It is the ability to make informed decisions within a framework of responsibility and accountability.

Control leads to compliance, autonomy leads to engagement. Daniel H. Pink

Continuous Transformation is recognising and responding to change, remaining open to new perspectives and enabling ideas to emerge. Continuous transformation requires creativity, humility and self-awareness.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. Alvin Toffler

Creativity invites new ways of thinking and working.

Creativity involves breaking out of established patterns in order to look at things in a different way. Edward de Bono

The overarching theme of this policy is how we provide equitable access to learning for all students. The processes and responsibilities have been developed to ensure that equal

access arrangements and reasonable adjustments are provided to IBCP students with learning support requirements and that these arrangements are in line with the IB guidelines. This College has processes in place to ensure that all students will experience a positive learning programme based upon the IB's four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning.

Key terms:

Learning diversity

Learning diversity refers to the understanding that students have differing and individual learning needs. Students come from a broad range of different backgrounds, and have different strengths, attitudes, preferences and limitations. When considering learning diversity, individual differences are acknowledged, celebrated (when appropriate), catered for and accommodated. All students are entitled to rigorous, relevant and engaging learning programs that address their individual learning needs, including cognitive, affective, physical and social.

Inclusion

In simple terms, inclusion is an approach which seeks to increase access and engagement in learning programmes for all students by identifying and removing barriers. An inclusive approach involves responding positively to each student's unique learning qualities, including students with diverse learning needs and students who need additional support to access all aspects of the programme. Inclusion is a collaborative responsibility of all teachers who are part of a student's education, rather than specialist support teachers being responsible for supporting and providing accommodations for students with learning differences.

What are the IB's principles of an inclusive education?

(From *Learning Diversity and Inclusion in all IB Programmes*)
The IB supports the following principles of an inclusive education where:

- **education for *all*** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning

- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include ***all* members of a community**
- *all* students experience **success** as a key component of learning.

3. Organization

The College already has policies and procedures in place to provide support for its students with learning needs and support for their teachers.

Policies

MIC Anti-Discrimination Policy:
http://montessori.qld.edu.au/wp-content/uploads/2016/05/MIC-Anti-Discrimination-Policy.pdf
MIC Disabilities Policy:
http://montessori.qld.edu.au/wp-content/uploads/2016/05/MIC-Disabilies-Policy.pdf
These policies address the state and national legislation and have been developed with the guidance and support of Independent Schools Queensland (ISQ).

Procedures

In 2014 the College engaged a permanent full time Learning Support Coordinator. The main purpose for this position was to develop processes and systems for Learning Support at the school as well as progress in this area of the school as an additional hub for learning. Visiting specialists, such as Occupational Therapists, Speech Therapists, and Psychologists are encouraged to become part of the learning hub. Since the appointment of Learning Support Coordinator, the College has established a Learning Support Referral Process and new enrolment procedures. The process consists of a timeline for documentation procedures which address initial concerns and awareness of both teachers and parents and then

proceeds as per Independent Schools Queensland and Education Queensland ascertainment protocols as needed.

The individual education plans (IEP), are facilitated through the protocols established by ISQ for twice yearly reviews. The ongoing support of IEP goals are met through the combined efforts of the classroom teacher and learning support teachers' direct implementation of strategies, curriculum adjustments and explicit resources (i.e. 1-1 teaching, small group teaching, assistive technology, furniture, facilities, etc.) as required for each individual student.

The Learning Support Coordinator with the Assistant Principals and classroom teachers monitor progress of these students through daily notes and observations, regular staff and parent meetings and semester reports. The educational content within learning programs are continually assessed to ensure the needs of students are being met to best support their needs. This policy focuses on the processes and procedures for Senior Phase students participating in the IBCP - the approach and philosophy of the programme helps teachers and students respond in a flexible way to individual learning needs. A differentiated approach to curriculum development, teaching practices and assessment supports each student to develop, pursue and achieve success.

Procedural learning support documents (Appendix 4.)

- Student Consultations Template.pdf
- LEQ Learning Engagement Query.pdf
- LEQ Process & Parent Checklist 2018.docx.pdf
- LEEP Student Tracking & Adjustments.pdf
- Moderation Process for ISQ & NCCD inclusion.doc

Accessibility

This policy is accessible to all members of the MIC community and is available on the College website.

4. Roles and Responsibilities

Learning Support Coordinator

The Learning Support Coordinator oversees and manages the College's Learning Enrichment and Engagement Programme (LEEP), keeps up to date with current state and national regulations regarding legislation, funding and support for students with a disability, ensures the College adheres to these regulations, supports teachers with the Learning Support Referral process, applies for 'verification' for students with higher needs (verification allows the College access to funding to help support the students and the programme) and liaises with Independent Schools Queensland (ISQ) regarding regulations, verification, funding and processes. The Learning Support Coordinator also provides advice, training, professional development, resources and support to teachers regarding support to meet students' needs as well as strategies to implement in the classroom, appropriate modifications to curriculum, pedagogical adjustments and access to assessment. The coordinator also manages the administration of records and data regarding Learning Support observations, queries, support, adjustments, student Education Adjustment Programmes (EAP) and Individual Education Programmes (IEP). The Learning Support Coordinator also manages and oversees the collection of student data through the ongoing assessment of student progress (using a range of diagnostic and standardised tests and assessments).

IB Coordinator

The IB Coordinator is responsible for ensuring that appropriate information regarding inclusive assessment arrangements is shared with students, teachers, the Learning Support Coordinator and families to ensure that all students are able to take part in all school based assessments under conditions and with accommodations that are as fair as possible. They need to ensure that teachers and other administrators are aware of the many opportunities available for students with assessment access requirements and that these opportunities are actively promoted, enabling and encouraging the participation of all students. The IB Coordinator will ensure the well-established support mechanisms for assessment access requirements, as outlined in the publication *Candidates with assessment access requirements* (2014) are available for Career-related Programme students studying Diploma Programme courses and for the Career-related Programme reflective project.

The IB Coordinator is also responsible for ensuring the curriculum provides accessible teaching and learning activities. This includes:

- collaborative planning and reflection that incorporates differentiation for students' learning needs and styles
- the written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives

- teaching and learning addresses human commonality, diversity and multiple perspectives
- teaching and learning differentiates instruction to meet students' learning needs and styles
- teaching and learning fosters a stimulating learning environment based on understanding and respect
- teaching and learning encourages students to demonstrate their learning in a variety of ways.

The coordinator will facilitate this through supporting the teachers with collaborative curriculum development, planning, reflection and evaluation.

The IB Coordinator is also responsible for supporting the Assistant Principal (Senior Phase) and the Learning Support Coordinator with supporting and managing the teaching staff - ensuring that all teaching staff collaborate to support the needs of students within the IBCP. The IB Coordinator will also lead the review and evaluation, in collaboration with the Assistant Principal (Senior Phase), of this policy.

Assistant Principal - Senior Phase

The Assistant Principal (Senior Phase) is responsible for supporting the IB Coordinator and the Learning Support Coordinator in carrying out their responsibilities. They are also responsible for ensuring the collaboration of all staff to support the needs of students within the IBCP. They will ensure that staff fulfill curriculum development/documentation expectations, support teacher mentors advocate for individual students, ensure and support collaboration between teachers, coordinators and parents and advocate for individual students and families if appropriate. The Assistant Principal (Senior Phase) is ultimately responsible for ensuring that all aspects of this policy are followed.

Teachers

The IBCP teachers are responsible for the direct support of students in their classes and through the curriculum they develop. Teachers must provide accessible teaching and learning activities. They will need to develop positive classroom environments that support the learning of all students. Students need to be appropriately challenged by their learning, have high yet realistic expectations set, feel a sense of belonging to the community and feel cared for, trusted, understood, valued and safe. Teachers also need to ensure that students are included in decisions about their learning and have the opportunity to develop the attributes of the learner profile and to reflect upon themselves as learners.

They also will often be the first to identify students with assessment access requirements, and will need to carefully observe College processes (following the Learning Support Referral process. Teachers will also need to be aware of the many opportunities available for

students with assessment access requirements and promote these opportunities to students as part of encouraging access. Guided by the IB Coordinator, they are responsible for developing teaching and learning programmes through carefully thought out curriculum which is inclusive and provides equitable access to all students.

Teachers who are also Mentors (pastoral supervisors) will be responsible for monitoring and overseeing the needs of individual students. They will regularly discuss student progress and needs with the Learning Support Coordinator, the IB Coordinator and the Assistant Principal (Senior Phase).

5. Curriculum

Collaborative planning

Each term, staff meeting time will be allocated for collaborative planning and reflection, including differentiation for students' learning needs and styles.

Human commonality, diversity and multiple perspectives

The planned curriculum and teaching and learning activities provide opportunities for reflection on human commonality, diversity and multiple perspectives, and this is evident in the subject work programs and handbooks the College has produced.

Differentiation of teaching and learning

The Montessori approach implicitly values teaching and learning which differentiates instruction to meet students' learning needs and styles.

Understanding and respect

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Differentiation of demonstration of learning (assessment)

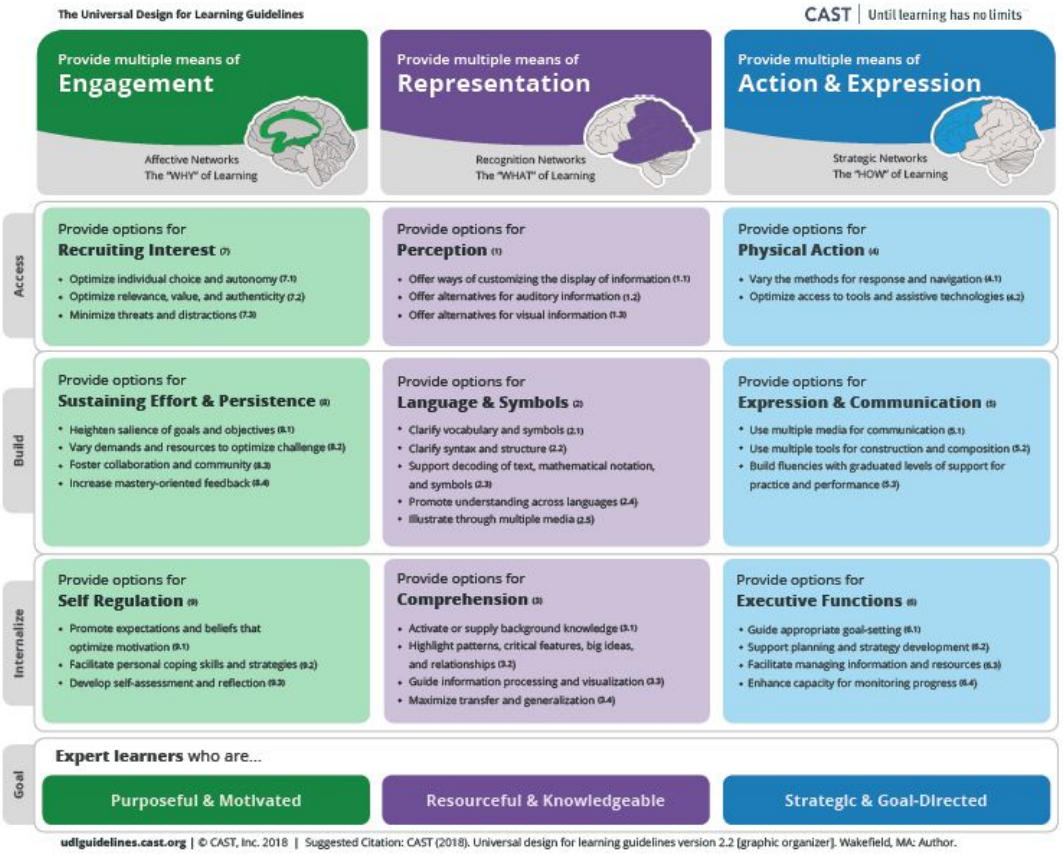
Teaching and learning encourages students to demonstrate their learning in a variety of ways. Providing students with opportunities to access similar arrangements (Inclusive assessment arrangements) which are available for IB examinations:

- Access to modified papers
- Access to additional time
- Access to reading
- Access to speech and communication
- Access to calculators and practical assistance
- Access to extensions and exemptions

These arrangements are described in detail in the IB publication *Candidates with assessment access requirements*.

Universal Design for Learning

In order to better facilitate an inclusive and differentiated programme which caters to diverse learners, the College will begin work on integrating the Universal Design for Learning (UDL) principles into the teaching and learning programme in 2018. UDL is a research-based set of principles to guide the design of learning environments and programmes that are accessible and effective for all learners. We will engage in professional development to implement the UDL Guidelines - a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.



See Appendix 2. for details regarding the Universal Design for Learning (UDL) principles

6. Who is accessible teaching and learning for?

All students learn in different ways and all students will benefit from an inclusive programme which considers and values learning diversity. Some students, however, are at a disadvantage as a result of the way they learn. Standard examination conditions and

assessment procedures can students at a disadvantage preventing them from being able to demonstrate their skills and knowledge adequately. In such cases, reasonable forms of access arrangements can be made by the school for school based assessment and also, may be authorized for IB external and internal assessments.

Candidates eligible for inclusive assessment arrangements are those with individual needs (including but not limited to):

- Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)
- Autism
- Dyscalculia
- Dyslexia
- Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties
- Gifted and talented or exceptionally able
- Hearing impairment/deafness
- Medical conditions/chronic illness
- Mental health issues
- Physical disabilities
- Speech, language and communication needs (SLCN)
- Visual impairment

The College implements strategies and recommendations as per the IB publication *Meeting student learning diversity in the classroom.*

7. Evaluation and Review

This College policy will be reviewed every 3 years to ensure currency, particularly with such ongoing developments in regulations regarding students with learning needs. Students, parents, teachers and other members of the College community will be involved in this process.

In addition, an initial review will be conducted during mid-late 2019 (the first year of the CP at MIC) to ensure that an inclusive approach is being implemented effectively. The College will use ‘The IB guide to inclusive education: a resource for whole school development’ as a tool to guide the evaluation and review of this policy and also the effectiveness of the processes and procedures we have in place. See Appendix 3. for further details regarding this review process.

8. Appendices

Appendix 1. IB Access and Inclusion Policy Regarding IB Examinations 14
Appendix 2. Universal Design for Learning 20
Appendix 3. Initial Review - The IB guide to inclusive education 23
Appendix 4. Procedural learning support documents 25

Appendix 1. IB Access and Inclusion Policy Regarding IB Examinations

From 'CP Assessment Procedures'

A3.1 About this section

This section covers the access and inclusion policy regarding IB examinations.

A3.2 Policy

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Learn more about what individual needs qualify for inclusive assessment arrangements. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical, sensory, medical or mental health issues
- additional language learners.

Any reasonable adjustments for a particular candidate related to a candidate's individual needs will be considered.
Coordinators should refer to Candidates with assessment access requirements (August 2017) for information about the IB's policy on candidates who require arrangements to access assessment.

Please refer to this publication before contacting the IB with an inquiry or submitting a request for inclusive assessment arrangements.
For inquiries concerning candidates with assessment access requirements, send an email using the “Access and inclusion” option under the “Contact us” link on IBIS.
You must not inform an examiner about a candidate’s personal circumstances, disability, medical condition or learning support need of any kind.

A3.2.1 Assessment arrangements not requiring authorization

Some inclusion arrangements are permitted in examinations at the discretion of the coordinator (or head of school), without prior authorization from the IB Global Centre, Cardiff. A full list of inclusion assessment arrangements that do not require authorization is available here. If a candidate’s learning support requirement is moderate to severe, deferring one or more subjects to a future examination session may be supportive and improve access to the assessment. In these circumstances, a split examination session can be requested.
A split examination session is when assessment of one or more subjects is deferred to a future session to improve a candidate’s access to assessment.

A3.2.2 Assessment arrangements requiring authorization

All inclusive assessment arrangements, other than those listed in the publication Candidates with assessment access requirements (July 2014), must have prior authorization from the Assessment Division, IB Global Centre, Cardiff.
All requests for inclusive assessment arrangements must be submitted using the online system on IBIS. The Request for inclusive assessment arrangements form is located under the “Candidate” tab and must be submitted no later than 15 November/15 May, six months before the written examinations.
Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session.
All requests for re-evaluation of decisions must be submitted no later than 15 January/15 July. When it is determined that a candidate’s learning support requirement is moderate to severe, and that deferring one or more subjects to a future examination session would be supportive and improve access to the assessment, a split examination session can be requested.
Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which he or she is registered. It is not necessary to submit a second request. However, if a candidate’s requirements change after the initial request, the IB must be notified using the “Access and inclusion” email link under “Contact us” on IBIS.

A3.3 Rescheduling and alternative venues policy

Rescheduling an IB examination and requesting an alternative venue are two separate arrangements.

- Rescheduling involves a candidate taking an IB examination at their school but at a different time than is published on the examination schedule or than other registered candidates.
- An alternative venue involves a candidate taking an IB examination at the time indicated on the schedule, but in a different location.

Both arrangements cannot be approved for the same subject.

A3.4 Rescheduling

There are three circumstances in which the Assessment Division, IB Global Centre, Cardiff, will
authorize a candidate to take one or more examinations at a rescheduled time.
These circumstances are:

- conflicts between IB examinations scheduled for the same time and date
- conflicts between the scheduling of IB examinations and the examinations of other awarding organizations, including university entrance examinations
- emergency situations.

Rescheduling an IB examination will not be authorized for any other circumstances. In particular, rescheduling will not be authorized when an IB examination coincides with:

- local or national sporting events/competitions
- school events of any kind
- graduation ceremonies
- local or national holidays
- family events.

Exceptions will not be made.

A3.4.1 Supervision for rescheduled examinations

Rescheduling will only be authorized if the coordinator can guarantee the security of the examination(s) and arrange the appropriate supervision.
During the supervision period, the candidates must not communicate with any other IB candidate (at any IB World School) who has already taken the same examination. Candidates must not have access to a mobile/cellphone, a personal stereo/radio, a computer/tablet, an electronic watch/smart watch or calculator that allows communication, internet or social media.
For examinations rescheduled from morning to afternoon and vice versa, the candidates must be supervised in the intervening period.
If an examination is rescheduled to the following day, the coordinator:

- must make every effort to ensure the security of the examination so that the candidate(s) concerned does not gain any knowledge about the content of the examination
- must advise the candidate that any attempt to gain an unfair advantage may result in no grade being awarded for the subject concerned

B5.3 Evidence and information required for authorization

The following supporting documentation must be submitted (uploaded) with the online Request for inclusive assessment arrangements form .

- Medical/psychological/psycho-educational documentation or a language test report (for additional language learners). These documents must be translated into English, French or Spanish where necessary
- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school, such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

B5.4 Modifications to examination papers

A request for modified papers will not be authorized if it is submitted after 15 November/15 May.

- For a candidate with a visual impairment, please provide specific details of the Braille code required.
- For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 × 297 mm) with a font size of 18 point. If a candidate can access this, coordinators are encouraged to use this standard enlargement. An enlarged font size of 24 point on A3 paper may also be requested.
- For candidates who require an enlarged font size on A4 paper (297 × 210 mm), the IB offers a standard 16 point font size.*
- Any request for an alternative font size or format not listed here may be considered only in exceptional circumstances.

- For a candidate with visual impairment who requires three-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.
- Examination papers can be produced on coloured paper. The available colour options can be viewed here and in the IBIS library.
- Examination papers can be produced in an electronic (PDF) version of the paper for use with reading software.

**For some components, such as language and literature paper 1 and the geography resource booklet, it is not possible to produce the content at 16 point on A4 paper. Therefore, these components are produced on A3 paper in 18 point font size.*

B5.4.1 Oral components

When a candidate is supported with inclusive assessment arrangements (both not requiring
authorization and those authorized) for recorded submissions, teachers must:

- mention the authorized arrangements in the “Teacher (marking) comments” section on the “Teacher criteria mark entry” screen for all recorded submissions of internal components
- announce the authorized arrangements at the start of the recording for all recorded submissions of external components.

This applies for all oral and presentation assessments that are recorded and uploaded on IBIS.

B5.5 Candidates affected by adverse, medical or special circumstances

B5.5.1 Definition

Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance.
These may include:

- temporary medical conditions/illness (diagnosed during the candidate’s course of study)
- accident or injury
- severe stress/anxiety
- exceptionally difficult family circumstances
- bereavement
- events that may threaten the health or safety of a candidate.

Adverse circumstances may also include events that affect the whole school community, such as civil unrest or a natural disaster. Adverse circumstances do not include shortcomings on the part of the school at which a candidate is registered. It is a school’s responsibility to ensure that all candidates comply with programme and assessment requirements.

Extensions to IB submission deadlines

Where a candidate is affected by an adverse circumstance prior to the submission of early components (for example, the reflective project or internal assessment marks/sample work), the IB may authorize an extension to the submission deadline. An extension must be formally authorized by the IB and will be communicated to the coordinator by email.

Special consideration

A candidate affected by adverse circumstances may be eligible for special consideration. If the candidate is within one or two scaled marks of the next higher-grade boundary, the candidate's grade in the affected subject(s) will be raised.

Missing mark procedure for incomplete assessment

If a candidate, or group of candidates, has been unable to complete a written examination owing to adverse circumstances, the IB may estimate a mark for the missing examination based on information that is available. The candidate must have completed at least 50% of the assessment for the relevant subject, which must include an externally assessed, written component. If more than one examination is missed, it will be at the discretion of the final award committee whether a grade is issued to the candidate in the subject(s) concerned.

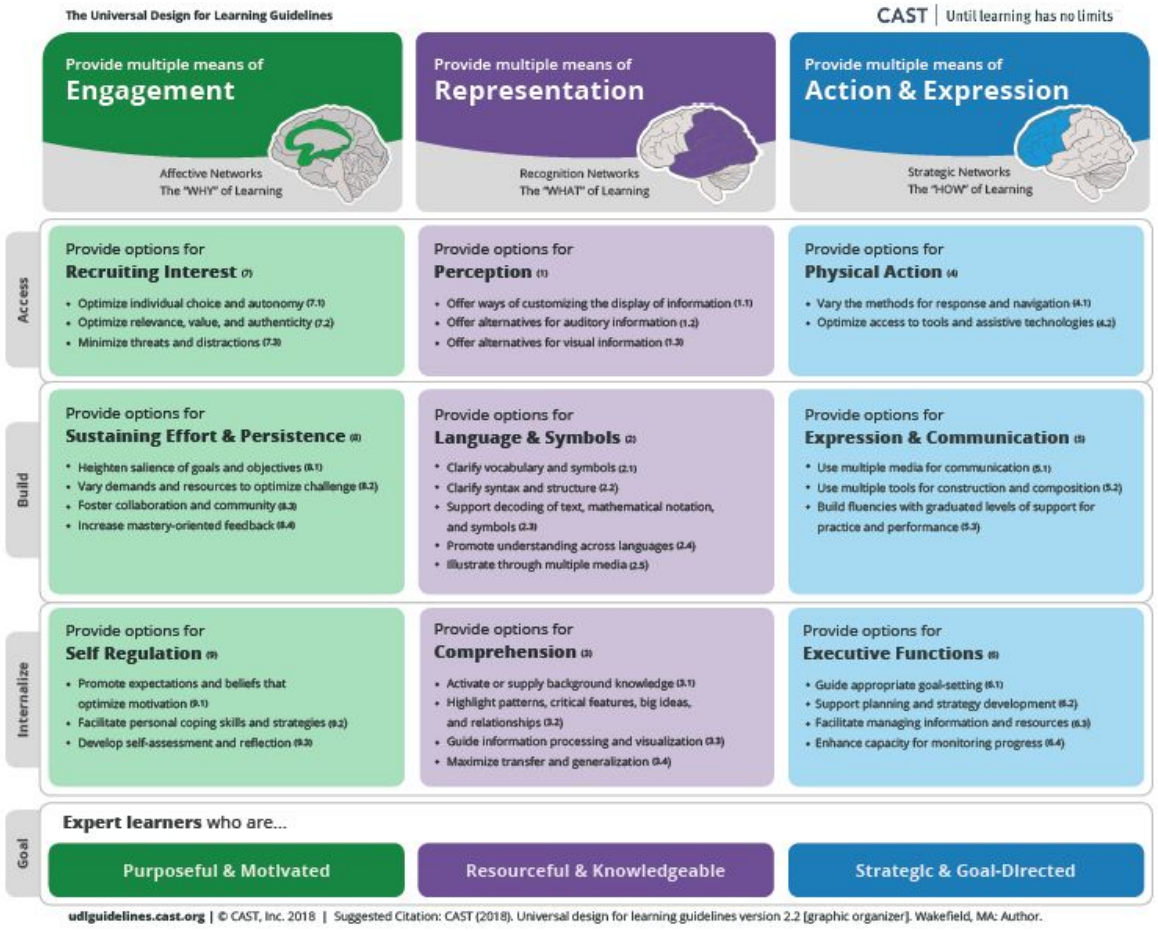
Authorization of inclusive assessment arrangements

If a candidate is affected by an injury that prevents them from completing the written examinations in the usual way (for example, an injured hand so the candidate cannot write), inclusive assessment arrangements will normally be authorized. This may include additional time, the use of a word processor and/or scribe if the candidate is unable to write.

Appendix 2. Universal Design for Learning

Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all. First articulated by CAST in the 1990s and now the leading framework in an international reform movement, UDL informs all of our work in educational research and development, capacity building, and professional learning.
http://www.cast.org/

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Learn more about the Universal Design for Learning framework from CAST. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.
http://udlguidelines.cast.org/



From the Higher Education Opportunity Act of 2008 …

The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

A. provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
B. reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Universal Design for Learning (UDL) is a framework that addresses the primary barrier to fostering expert learners within instructional environments: inflexible, “one-size-fits-all” curricula. It is inflexible curricula that raise unintentional barriers to learning. Learners who are “in the margins”, such as learners who are gifted and talented or have disabilities, are

particularly vulnerable. However, even learners who are identified as “average” may not have their learning needs met due to poor curricular design.

In learning environments, such as schools and universities, individual variability is the norm, not the exception. When curricula are designed to meet the needs of an imaginary “average”, they do not address the reality learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for “average”.

UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:
Principle I: Provide Multiple Means of Representation (the “what” of learning)

I. Provide Multiple Means of Representation

- Perception
- Language, expressions, and symbols
- Comprehension

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)

II. Provide Multiple Means of Action and Expression

- Physical action
- Expression and communication

- Executive function

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Principle III: Provide Multiple Means of Engagement (the "why" of learning)

III. Provide Multiple Means of Engagement

- Recruiting interest
- Sustaining effort and persistence
- Self-regulation

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.
http://www.udlcenter.org/aboutudl/whatisudl

Case studies - UDL in IB context

https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-43082/data/g_x_senxx_csn_1612_1_e.pdf

Appendix 3. Initial Review - The IB guide to inclusive education

The IB guide to inclusive education: a resource for whole school development

Why an IB guide to inclusive education?

In the publication Learning diversity in the International Baccalaureate programmes (2010), the IB 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. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” IB Programme standards and practices documents the practices required by schools to demonstrate their support for learning diversity.

The IB expects that schools will be in different places along their inclusion journey. The guide has been designed to support this journey and the associated ongoing process of:

- increasing access and engagement
- removing barriers to learning.

Taking into account the learner profile and its importance in empowering students and the IB Programme standards and practices, the guide is specific to IB World Schools. It is designed to facilitate inclusive school development by increasing awareness and knowledge in the field of inclusive education and provoking discussion through reflection and inquiry. The statements and review questions, taken together, provide a self-review process that IB World Schools and IB staff can use to explore, inquire, reflect, define and plan for inclusion in their specific context.

The IB and inclusion

What it means to be an IB World School is articulated in the Programme standards and practices. The following practices require schools to demonstrate their support for learning diversity.

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.

Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life. As detailed in What is an IB education? (2013), IB programmes aim to increase access to the curriculum and engagement in learning for all students, and therefore the terms "inclusion" and "inclusive education" refer to a broad understanding that embraces the diversity of learners and all minority groups. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving. "Dynamic learning communities" refers to the whole school community, and any work on developing inclusion should not forget the voices of all learners, their parents and caregivers, support staff and non-teaching staff.

Students are at the centre of international education in the IB, with their own learning styles, strengths and challenges. Students aged 3–19 come to school with unique and shared patterns of values, knowledge and experience of the world and their place in it (IBO 2013: 3). It is the responsibility of the school and the leadership team to put in place processes to remove barriers to learning for every member of the school community. Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact with each other.

The four principles of good practice (refer to page 5 of Learning diversity in the International Baccalaureate programmes (2010) for more information) identified by the IB as promoting equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning. Student learning is enhanced when these four principles of good practice are considered in conjunction with the IB approaches to teaching and learning, which are those deliberate strategies, skills and attitudes that permeate the teaching and learning environment. The IB definition of differentiation (IBO 2010: 4) is stated as a way of thinking about teaching and learning; it is a process of identifying with each learner the most effective strategies for achieving agreed goals.

The structure of the guide is similar to that of the IB Programme standards and practices, consisting of three main sections and subsections:

- **Philosophy**
- **Organization**
    - Leadership and structures
    - Resources and support
- **Curriculum**

- Collaborative planning
- Written curriculum
- Teaching and learning
- Assessment

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1

Appendix 4. Procedural learning support documents

- Student Consultations Template.pdf
- LEQ Learning Engagement Query.pdf
- LEQ Process & Parent Checklist 2018.docx.pdf
- LEEP Student Tracking & Adjustments.pdf
- Moderation Process for ISQ & NCCD inclusion.doc

Student Consultations Template

Student:			Date:	Time:
Phone:	Email:	Meeting:		
Parent:				
Guider:				
Learning Engagement:				
Therapist:				
Other:				

Student:			Date:	Time:
Phone:	Email:	Meeting:		
Parent:				
Guider:				
Learning Engagement:				
Therapist:				
Other:				

Student:			Date:	Time:
Phone:	Email:	Meeting:		
Parent:				
Guider:				
Learning Engagement:				
Therapist:				
Other:				

LEQ Learning Engagement Query

LEQ is to be completed by the Class Guide, LEEP coordinator for relevant sections

Learning Engagement Query: Teacher Observations & Concerns

Date Initiated: 25.05.17

Student: **Age:** **DOB:** **Yr: 3-6** **Class: Yumi**

Initiated by:

Guide: **Parent: Brie** **LE Coor:** **Student:** **Asst Principal:** **Other:**

Observations noted by: Danielle Trebilco

Concerns to be be discussed with parent:

- -
- -
- -

Recommendations:

Concerns to be be discussed with parent:

- -
- -
- -
- -

1 .What was communicated to Parents/Carers?

2. How and when did communication proceed?

Concerns that have been discussed with parent:

- -
- -
- -
- -

Teacher Observation & Talking Points for Parent Conferences

Academic Engagement Observations

Anxious:	**Visual-Spatial Learner:**	**Looks away when talked to:**
Awkward or clumsy, more than most:	**Low energy, tires easily:**	**Puts up hand to, asks for help more than most:**
Repetitive Behaviours:	**Physically inactive:**	**Unsure, Looks around for cues:**
Low concentration: When trying to get attention from other students	**Impulsive:**	**Overly emotional** Responds with yelling, screaming, pretending to cry, hits out at others, overreacts to perceived inattention from others
Distractible:	**Inconsistent:**	**Immature :** *(poor social awareness, misreads social cues:, inappropriate age behaviours)*
Daydream, noticeably:	**Weak phonics:**	**Discouraged** (has tried hard in past):
Overloads easily:	**Poor speech**: *(difficulty with articulating sounds, expressive or receptive language)*	**Performing below potential:** *(oral skills do not match abstract skills or vice versa)*
Disruptive in: *(class, playground, lunch/snack)*	**Low Auditory comprehension:** *(can not easily follow '3-step' task, misinterprets verbal instructions, etc.)*	**Hyperactive:** *(difficulty with self-regulation and impulse control, high risk or dangerous behaviours)*
Difficulty remembering: *(weak memory, retention, or recall, can not complete '3-step' instructions)*	**Below age appropriate ability or task engagement:**	**Increasingly restless with a task:**
Other descriptive observations		

Academic-Curriculum areas impacted

Reading:
Spelling:
Mathematics:
Writing:
Independent Work:
Group Work: **Tends to get into arguments with peers, accusations and overreactions to small things**

Underpinning skills:

Receptive and Expressive Language:
Fine Motor:
Gross Motor:
Sensory integration:

Other observations:

Social-Emotional Engagement Observations

Anxious:	**Visual-Spatial Learner:**	**Looks away when talked to:**
Awkward or clumsy, more than most:	**Low energy, tires easily:**	**Puts up hand to, asks for help more than most:**
Repetitive Behaviours:	**Physically inactive:**	**Unsure, Looks around for cues:**
Low concentration:	**Impulsive:**	**Overly emotional** *(irritable, frustrated, cries easily, etc)* Pretends to cry and had tantrums when doesn't get what she wants
Distractible:	**Inconsistent:**	**Immature :** *(poor social awareness, misreads social cues:, inappropriate age behaviours)*
Daydream, noticeably:	**Weak phonics:**	**Discouraged** (has tried hard in past):
Overloads easily:	**Poor speech**: *(difficulty with articulating sounds, expressive or receptive language)*	**Performing below potential:** *(oral skills do not match abstract skills or vice versa)*
Disruptive in: *(class, playground, lunch/snack)*	**Low Auditory comprehension:** *(can not easily follow '3-step' task, misinterprets verbal instructions, etc.)*	**Hyperactive:** *(difficulty with self-regulation and impulse control, high risk or dangerous behaviours)*
Difficulty remembering: *(weak memory, retention, or recall, can not complete '3-step' instructions)*	**Below age appropriate ability or task engagement:**	**Increasingly restless with a task:**
Other descriptive observations:		

Social-Emotional & Personal areas impacted

Confidence:
Peer Relationships:
Social Awareness:
Empathy towards others:
Understanding consequences of own behaviour:
Social Justice:
Physical Behaviour (overly physical, aggressive or lack of physical responses):

Underpinning skills:

Receptive and Expressive Language:
Sensory integration:
Self-regulation:
Other observations:

To be completed to by LEEP Coordinator

Learning Engagement Assessment Profile

Assessment Task & Observations	Checklist			Comment		
	Class Y or N	LEEP Y or N	External Referral Y or N			
Literacy						
AGAT General Ability						
Burt Word						
Fitzroy Reading/Spelling						
MI00W Words						
Multi-Lit						
Neale's Reading Assessment						
Running Record						
SAPT (SA Spelling test)						
Waddington Reading						
Waddington Spelling						
GL Dyslexia Screening						
GL Dyslexia Assessment Portfolio						
Numeracy						
I Can do Math						
Numeracy Validation Qld						
PAT						
Waddington Math						

GL Dyscalculia Screening						
Sensory						
Auditory Processing RCHM						
Brain Gym						
CAR's						
Colour Vision						
Fine-Gross Motor						
Sensory Integration Integration Checklist						
Irlen Screening						
Temperament Profile						
Other: (including external referral from GP, paediatrician, psychologist, OT, Speech, etc.)						

Recommendations:

To be completed to by LEEP Coordinator

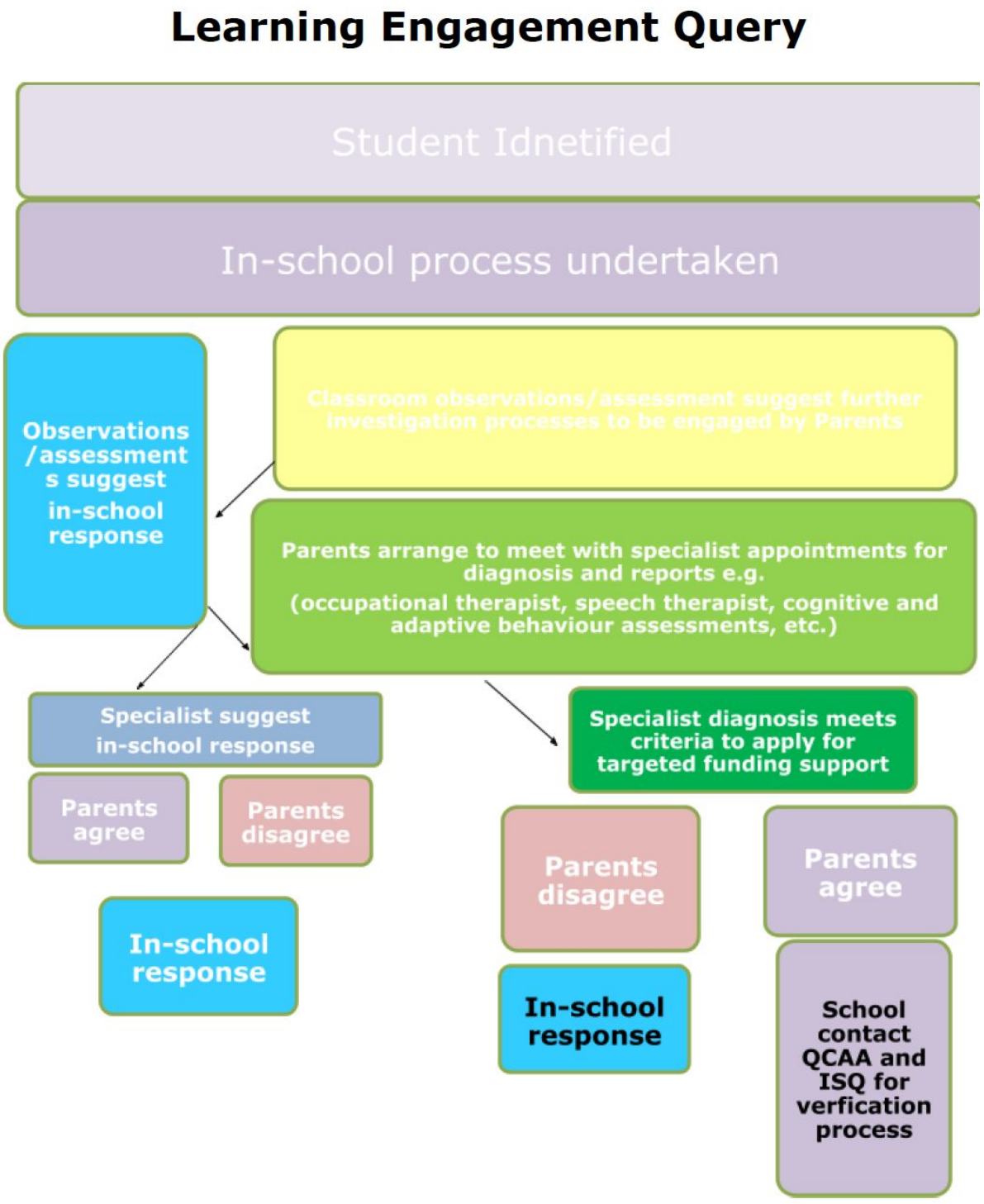
Support and needs impact:

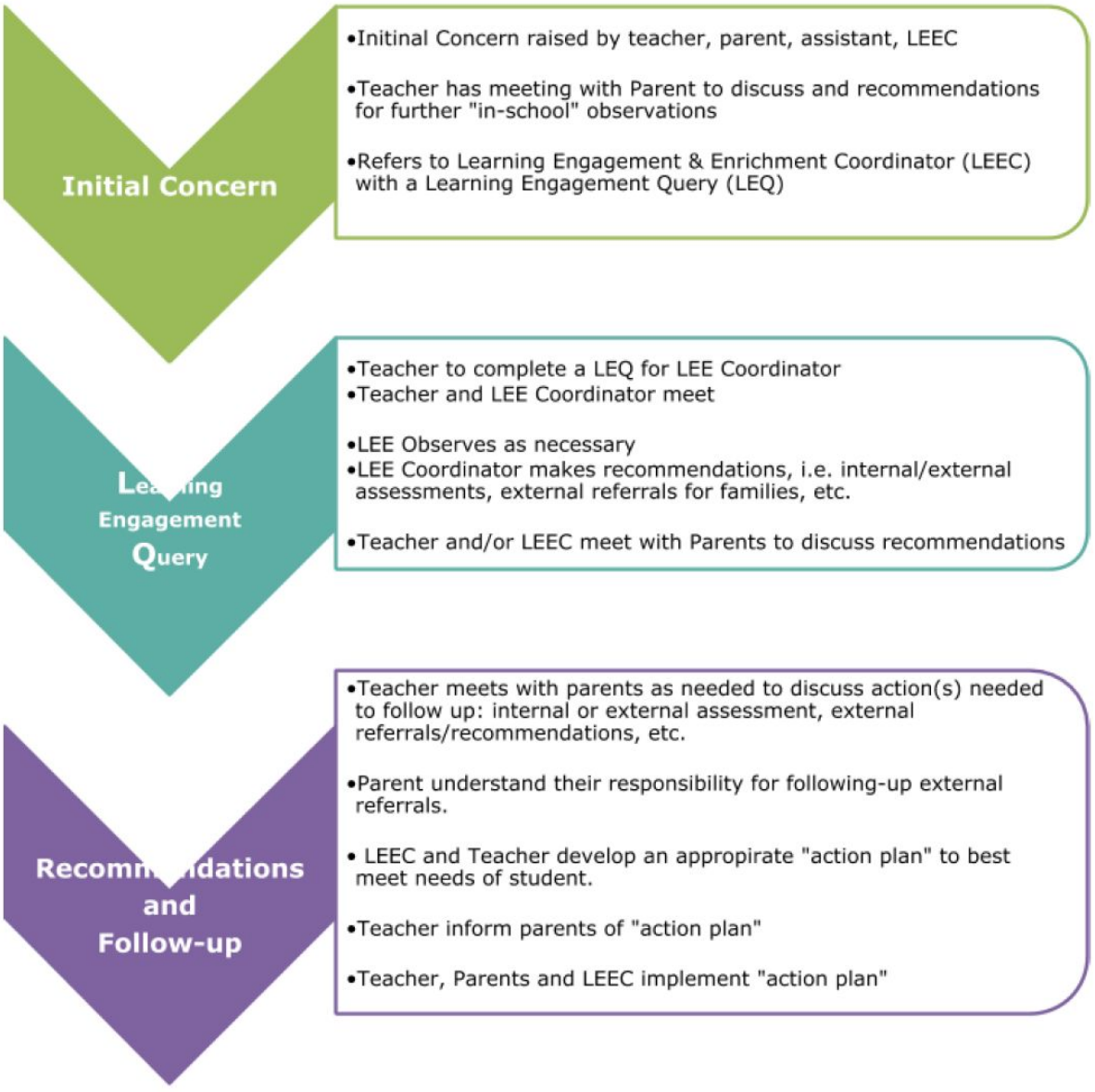
Short term Goals: the next 3-6-10 weeks

Medium term Goals: the next 3-6 months:

Medium term Goals: the next -6 months:

LEQ Process & Parent Checklist 2018




Initial Concern
•Initinal Concern raised by teacher, parent, assistant, LEEC
•Teacher has meeting with Parent to discuss and recommendations for further "in-school" observations
•Refers to Learning Engagement & Enrichment Coordinator (LEEC) with a Learning Engagement Query (LEQ)
Learning Engagement Query
•Teacher to complete a LEQ for LEE Coordinator
•Teacher and LEE Coordinator meet
•LEE Observes as necessary
•LEE Coordinator makes recommendations, i.e. internal/external assessments, external referrals for families, etc.
•Teacher and/or LEEC meet with Parents to discuss recommendations
Recommendations and Follow-up
•Teacher meets with parents as needed to discuss action(s) needed to follow up: internal or external assessment, external referrals/recommendations, etc.
•Parent understand their responsibility for following-up external referrals.
• LEEC and Teacher develop an appropirate "action plan" to best meet needs of student.
•Teacher inform parents of "action plan"
•Teacher, Parents and LEEC implement "action plan"

Parent Checklist for Learning Engagement Process

Student:		Age:	Yr:	Guide/Advisor:
Parent/Carer:		Class:		Start Date:
Yes	No	Checklist		Action Notes, comments, reminders
		Initial Concern raised by teacher, parent, assistant, Learning Engagement & Enrichment Coordinator (LEEC)		
		Teacher has meeting with Parent to discuss and recommendations for further "in-school" observations		
		Refers to LEEC with Learning Engagement Query (LEQ)		
		Teacher to complete and SIGN a LEQ for LEEC		
		Teacher and LE Coordinator meet		
		• LE Observes as necessary • LE Coordinator makes recommendations, i.e. internal/external assessments, external referrals for families, etc.		
		• Teacher /LEEC meet with Parents to discuss recommendations • Teacher meets with parents as needed to discuss action(s) needed to follow up: internal or external assessment, external referrals/recommendations, etc.		
		Parents understand: • Their responsibility for following-up external referrals. • Their responsibility to provide the school with assessment findings • Their responsibility to implement home support as required.		
		• Parents/Teacher/LEEC develop an appropriate "action plan" to best meet needs of student, while waiting for external assessment and specialist recommendations • Parents/Teacher/LEEC implement "action plan"		
		Review of external assessment: • Parents provide college official copy of external assessment • Parents/Teacher/LEEC – meet to discuss assessment outcomes and establish future support plan		
		On-going review timeline created:		

LEEP Student Tracking & Adjustments

Learning Engagement and Enrichment Pathways Adjustments

Montessori International College

Over of Adjustments: To assist students with disabilities and additional learning needs as defined under the DDA 2005

Student Name:	Class: Yr: Guide/Advisor:
Confirmed Disability: ☐No ☐Yes Details:	
Level of Adjustment: ☐Quality Differentiated Teaching ☐Supplementary ☐Substantial ☐Extensive	
Have Parents/Carers been consulted regarding adjustments: ☐No ☐Yes	
Disability Category: ☐Physical ☐Cognitive ☐Sensory ☐Social/Emotional Funding: ☐No ☐Yes Type: Verified ☐ Irlen Imputed ☐	Adjustments Commenced Date: Term: 1☐ 2☐ 3☐ 4☐

Planning	Classroom Environment	Teaching and Learning
• Health Care Plan • OOHC • Professional Agency Recommendation Schedule • Negotiated Attendance/Partial Enrolment • Learning & Support Team meetings • Integrations Meetings • Individualised Education Plan (IEP) • Personalised Learning Plan (PLP) • Individualised Learning (differentiated) • Risk Assessment • Behaviour Management Plan • Individual/Visual Timetable • Visual prompts/displays • Social stories • Excursion planning • *Other:*	• ***Seating:*** closer to the teacher, instruction, board, seated for peer support, stand at desk rather than sit, seated rather than floor or mat to • ***Visual distraction:*** lighting dimmed, windows protected from glare, clutter removed • ***Sensory Considerations:*** head phones for noise cancelling, peer noise, background noises (AC, heaters, light hum), loud noises • Door latch/locks from inside • Support groups/cooperative learning • Use of time out area/quiet area • Models/visual displays • Extra workspace • Designated workspace with limited distractions • Desk visuals • Organisational strategies • *Other:*	• Adjust content to learning ability/interest • Lesson breaks/extra time • Targeted LEEP strategies: Workshops, 1 to 1, Literacy/Numeracy/Social Skills/ • Behaviour/language/MSI (Motor Sensory Integration) • MSI: fine motor, gross motor, sensory integration • Classroom support: teaching aide • Differentiated teaching/flexible groups • Explicit teaching – self-management, organisation, work habits, task attention, • Teach focus points only • 1:1 personalised instruction model • Provide copy of notes to reduce time copying from board • Breakdown task to manageable components students see as doable • Instructions: Repeated-Rephrase-simplified, adapt the pace • Have student repeat instructions • Other:
Learning Assistance	**Resources/Equipment**	**Assessment**
• Learning Engagement Coordinator • Learning Engagement Teacher/Aide • Learning Engagement Workshops: • Reading Recovery/Multi-Lit • Outside support agency/therapy • Tutor • Peering reading • Parent reading • *Other:*	• Concrete learning materials • iPad/ICT/adaptations/assistive technology • Sensory assisted equipment i.e. cushion, weighted vest, fidget objects • OT resources: pencil grips/slope boards/other • Coloured paper • Coloured overlays • Magnified overlays • FM transmitter, hearing device • Wheelchair accessible desk • Modified furniture • IWB–coloured background • Visual, communication cards • Other:	• Extra time/Break time • Assessment on coloured paper • Enlarge print • Assistance – Scribe, Reader, ICT • Verbal assessment • Conduct assessment in quiet room • Other:
School Environment	**Extra-Curricular**	**Additional Adjustments**
• Ramps, hand rails • Disabled facilities • Quiet/time out area(LEEP Hub, GLA, team room, playground) • Gates/fences locked • *Other*	• Tutoring • Social Skills • Structured play group • Other:	

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When? **Date**	***Who/How?*** **Parent/carers:** Parent conferences, team meetings, LEEP meetings, phone calls, emails **Other/External Professionals:** phone call, emails, reports	***What?*** **Impact of adjustments:** relevance to needs, amendments, recommendations, observations, further strategies, suggestions, comments, outcomes
Term 1		
Term 2		
Term 3		
Term 4		

Adjustments by Impairment (Physical, Cognitive, Sensory, Social Emotional) under NCCDS 4 categories

SoMo (ASD, SE, Bhvr, Men Hlth)	Ph (Impaired hearing, vision and physical conditions)	Sen (Auditory processing, Sensory processing, Dyspraxia)	Cog (Intellectual disability, Learning disability, Communication Disorder, Global Developmental Delay)
Student:	Student:	Student:	Student:
• ***Allow*** *for modifications to activities, i.e. more time to complete, topis change, volume of completed work expected.* • ***Always*** *gain the students attention to "tune them in" to the activity* • ***Be*** *prepared to be flexible based on eh student's level of functioning and stress at any given time.* • ***Be*** *positive.* • ***Be*** *creative.* • ***Be*** *flexible.* • ***Develop*** *the student's problem-solving ability.* • ***Emphasise*** *and enhance natural rather than contrived cues.* • ***Ensure*** *that frequent and accurate communication occurs between home and school.* • ***Give*** *many different examples to teach alternative outcomes.* • ***Monitor*** *the student's stress over academic work – do not allow stress or depression over academic work to escalate.* • ***Plan*** *for success.* • ***Plan*** *ahead for changes and alert student.* • ***Repeat*** *activities using a variety of settings, equipment, staff and times* • • ***Take into account*** *the student's responses to sensory stimulation.* • ***Teach*** *skill in the most functional natural setting.* • ***Teach*** *appropriate-request skills.* • ***Teach*** *relaxation procedures and give the student frequent breaks.* • ***Teach*** *new skills from the student's current interests.* • ***Use*** *predictable daily routine.* • ***Use*** *of cues and prompts, activities which are broken into smaller sections.* • ***Use*** *visual and concrete representation wherever possible.* • ***Use*** *a variety of prompts and cues to avoid the becoming to fixed to one approach.* • ***Use*** *clear, precise, concrete language.*	• ***Concrete materials****, real life or life-like materials, hands-on experiences.* • ***Clarify*** *– ask open-ended questions of the student to check understanding, or encourage student to 'feel' safe enough to seek clarification from the speaker.* • ***Diagrams****, charts, pictures, notes on board, captioned videos* • ***Explain*** *– any unfamiliar terms as requested by the student or if you can see that the student has not understood.* • ***Explain*** *non-specific words like 'most' and 'some'* • ***Explain*** *logical and connective words, i.e. 'if', 'and', 'because'* • ***Explain*** *words specific to the language of particular learning area, i.e. in Mathematics – subtract, equivalence and quadrilateral.* • ***Explain*** *words which particular meanings.* • ***Make the connections*** *between words and concepts explicit.* • ***Make explicit*** *link between language and concept. (e.g. the student can develop conceptual understandings superior to what their expressive language level would indicate).* • ***OHT's****, pre-written summaries on the blackboard* • ***Repeat*** *– provide the student with another chance to hear/understand the message* • ***Rephrase*** *– present the same message using different words.* • ***Simplify*** *– use simper terms if the initial explanation was not understood*	• ***Alternative*** *assessment pieces* • ***Assistance*** *(reader, scribe) with assignments, exams and tests.* • ***Encouragement*** *and positive feedback to stay on task and reward for doing so.* • ***Explicit*** *teaching of concept and terminology prior to lesson on particular topics* • ***Explicit*** *topic shift cues in teacher talk so the student can easily follow topic changes.* • ***For new or different information****; more frequent and explicit opportunities to repair interaction breakdown.* • ***Forewarning and explicit planning*** *for upcoming events, exams and due date for assignments.* • ***Identify*** *and remove background noises where possible.* • ***Modelling****, scaffolding and expansion techniques.* • ***More*** *and/or longer pauses during instructions, to provide more processing time than usual.* • ***One-to-one*** *with teacher or teacher aide wherever possible.* • ***Phrases*** *such as, "Okay, something new here", means that they are to listen and watch.* • ***Provide*** *outlines of class content to be covered (pre-teaching).* • ***Reduce****, repeat, and rephrase all oral information.* • ***Reminders*** *of organisation of equipment and preparation of assignments.* • ***Remind*** *students in the class that only one person should speak at a time.* • ***Simplified*** *teacher talk, for example, using simpler sentences structures (shorter chunks)* • ***Tasks*** *broken down into small manageable steps for student to follow.* • ***Teacher*** *to identify the speaker in class discussions.* • ***Use*** *of graphic organisers to display information especially new concept development.* • ***Use*** *a variety of demonstrations and hand-on, concrete and visual activities.* • ***Use*** *captioned videos and DVD's.* • ***Visual****, repeat, rephrase all oral information, assessment pieces.* • ***Visual*** *frameworks for the setting out and completion of classwork and assessment items.* • ***Write*** *unusual or technical words*	• ***Cuing*** • ***Do Not*** *begin an instruction until attention is gained especially while handing out materials* • ***Encouragement*** *and positive feedback to stay on task and rewarding for doing so.* • ***Explicit*** *teaching of concepts and terminology phrase lesson on particular concepts.* • ***Fading*** • ***Give*** *only one direction and instruction at a time.* • ***Identify*** *and remove background noises where possible.* • ***Modelling*** • ***Monitoring*** *student performance* • ***Prompting*** • ***Provide*** *outlines of class content to be covered.* • • ***Reinforcing*** • ***Shaping*** • ***Modified*** *assessment pieces.* • ***Questioning*** *techniques.* • ***Small*** *groups and classes.* • ***Reduce,*** *repeat and rephrase* ***all*** *oral information.* • ***Reminders*** *organisation of equipment preparation of assignments.* • ***Simplified*** *language.* • ***Tasks*** *broken down into small manageable steps to follow, as there could be difficulty remembering tasks, homework and other requirements.* • ***Use*** *a variety of demonstrations and hands on, concrete and visual activities* • ***Use*** *of small steps (use task analysis to determine these)* • ***Use*** *captioned videos and DVD's* • ***Visual*** *support for presentation of information and assessment pieces.* • ***Visual frameworks*** *for the setting out and completion of classwork and assessment items.* • ***Watching*** *for the student's 'drop-off point'* • ***Write*** *unusual or technical words on the board, explain and point to the word when the used throughout the class or lesson.*

		on the board, explain and point to the word when the used throughout the class or lesson.	

Moderation Process for ISQ & NCCD inclusion

Moderation Process for ISQ & NCCD inclusion?

1. Are adjustments being made? Y or N
2. Are adjustments result of disability?
3. Is the disability - Verified or Imputed?
4. Are adjustment being made as result of disability impacting:
    - Student's functional ability to access the curriculum or the environment.
5. How is the being documented and where is located?
    a. Observations
    b. MIC Support Consultation Document
    c. MIC Learning Engagement Query
    d. MIC Accommodations Document
6. How is the being shared and communicated with parents and carers?
    a. Parent meetings, emails, observations, external recommendations
    b. Reports and conferences.

Support Categories and Levels of Support

Support Categories for Adjustments by Impairment (Physical, Cognitive, Sensory, Social Emotional) under NCCDS 4 categories			
Social Emotional (ASD, SE, Bhvr, Men Hlth)	**Physical Impairment** (Impaired hearing, vision and physical conditions) including Anaphylaxis plans	**Sensory** (Auditory processing, Sensory processing, Dyspraxia)	**Cognitive** (Intellectual disability, Learning disability, Communication Disorder, Global Developmental Delay

Disability criteria to be assertianed

Verified = medical diagnosis	**Imputed** = can be verified through school based data and observations (i.e. NAPLAN, standardized reading and numeracy records, etc.; with or without parent consent as educational duty of care.

Support level needed

Quality Differentiated Teaching Practices	Supplementary	Substantial	Extensive
Professional awareness and relevant teaching practices that enable access the same curriculum and environment, **which require active and continual monitoring** monitoring. Including health conditions such as asthma, anaphylaxis, epilepsy, etc. quality examples include: • Strategies and management with consultation of medical professionals(i.e. Asthma, epipen) • A student has been provided a higher level support than previously in regard to health conditions	Adjustments are made for the student to access the same curriculum, environment and outcomes as their peers. • to access the **same** curriculum and environment as their peers. • Need assistance to effectively communicate, to maintain personal care, safety, that significantly impact on their learning.	Adjustments are made for the student at a level to modify content, delivery or outcomes as their peers: • *a* **modifications to curriculum** and environment to have access ***same*** as their peers. • ***Need assistance or regular support*** to effectively communicate, to maintain personal care, safety, that significantly impact on their learning.	Adjustments are made for the student a different level, content or outcomes from their peers. Completely individualized program for access and participation. • a modified curriculum and environment ***different to their peers*** content, level, participation or expectation • ***Needs regular support*** to effectively communicate, to maintain personal care, safety, that significantly impact on their learning.

Class:

Student	Yr	Support Category				Level of Support				Verified or Imputed		Continue from 2017	New 2018	Comments
		SocEm	Ph	Sen	Cog	QDTP	Sub	SuB	Ext	V	I	√	√	
SMITH, Sue	3			X			X				X	√		Students accesses OT outside of school and needs, difficulty with organisation- see notes in LEQ/LEEP accommodation overview.