

Inclusive Education Strategy

Overview

'Every chance for every Child' DfE

The UN Convention on the Rights of Persons with Disabilities states "Inclusive education is central to achieving high quality education for all learners, including those with disabilities, and for the development of inclusive, peaceful and fair societies." (United Nations 2016). Kate de Bruin expands on this to say "....an inclusive education is a vital tool for reducing discrimination and creating a more harmonious and inclusive society." (De Bruin, 2020, p69)

Vision

Inclusive education means students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. At Whyalla Secondary College, our vision is to see inclusion embedded in all aspects of school life supported by culture, policies, and everyday practices.

Our commitment to inclusive education means children and young people at Whyalla Secondary College from all social, cultural, community and family backgrounds of all identities and abilities are able to:

- **attend** our school and be welcomed
- **access and participate** in a high-quality education
- **learn** in a safe and supportive environment free from bullying, discrimination and harassment
- **achieve** academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

Outcomes

At WSC, we aim to deliver an inclusive, innovative, and engaging teaching and learning program using high quality curriculum in an environment designed for successful learning. Strong partnerships with families and the wider community will support student development.

Result Measures

In designing our teaching and learning program we will:

- base term plans on the Department for Education's sequential units of work.
- Extend and support learning through Universal Design for Learning (UDL) in which tasks are designed to suit the needs of all students by providing student agency in learning that reflect their strengths, needs and interests.
- Regularly assess and conduct checks for understanding with students to determine prior knowledge/skills to help identify where students are operating developmentally and monitor their development.
- Provide a Multi-Tiered System of Support (MTSS) for all students intervention across the whole school on a three-tier model, whereby Tier 1 supports are provided in all learning spaces, Tier 2 in designated areas either within general learning spaces or in other areas. In 2022, Tier 3 interventions, which are more intensive and personalised providing 1:1 support for students, based on learning needs.
- Plan, document and teach personalised learning experiences that allow individual students to build upon existing capabilities, interests and understanding supporting the achievement of co-constructed student goals as described in One Plans.
- Monitor student learning through WSC Learner Review Intervention data

To deliver a high-quality curriculum and a successful learning environment we will:

- Provide staff with ongoing professional development training opportunities.
- Utilise the full range of learning spaces and resources available to support students' learning
- Incorporate flexible, inclusive teaching practices that include multiple means of engagement, representation, action and expression.

- Access resources and support agencies to deliver evidence-based intervention
- programs for students as described in the Literacy and Numeracy Intervention Policy.
- Collaboratively and purposefully plan, monitor and report students' needs and outcomes.
- Consult with families and support services to create and implement a One Plan where necessary.

To create a strong partnership with students, families and the wider community we will:

- Communicate about student learning on a regular basis. For families of students with One Plans, this will include
- meetings and communication as per the Case Management key process statement (appendices)
- Respect and support families to engage with their child's learning including review of student goals and reflection on future directions.

Definitions

UDL – Universal Design for Learning

WSC – Whyalla Secondary College

Supporting Information

[Literacy and Numeracy Intervention Policy](#)

[WSC Case Management Key Process](#)

[WSC Learner Review Key Process](#)

References

UN Convention on the Rights of Persons with Disabilities (2016) *General comment No. 4 (2016) Article 24: Right to inclusive education*. United Nations.

Kate de Bruin (2020) *Does Inclusion Work?* In Graham, Linda (Ed.) *Inclusive Education for the 21st Century: Theory, Policy and Practice*. Allen & Unwin, Australia.