

**Post Oak Academy
Primary Years Programme
Inclusion Policy**

Philosophy

Special needs students have a right to participate in the general education environment to the fullest extent possible. Regardless of the severity of the disability, students are included in general education classrooms and activities as much as possible.

Beliefs and Values

The following beliefs about special needs students exist at Post Oak Academy.

- All students have the capacity for learning curricular content.
- Academic competency is closely tied to a child's sense of independence and belonging.
- Each student brings unique capabilities and strengths to the classroom environment.
- The school plays a crucial role in helping students develop emotionally, socially and academically.
- The school has a responsibility to communicate with and engage the families of struggling students to support their child's learning at home.
- If needed, assistance is provided to help students develop competency within the curriculum encompassing areas of oral communication (listening and speaking), written communication (reading and writing) and visual communication (viewing and presenting).

Particular value is placed on:

- Creating an environment where all student can achieve
- Providing intervention supports at various levels for students not achieving grade level standards
- Providing emotional support to students in order to address issues impacting school success

Practices

All students are placed in heterogeneous classrooms based on academic performance to provide a balanced classroom environment and supported learning for all students. In addition, students identified with special needs receive supports through various interventionists including literacy teachers, resource room teachers, speech and language pathologists, occupational and physical therapists, social workers and adaptive physical education teachers.

Special Needs Identification Pathway

Students can be referred for support through a variety of channels.

- Teacher referral to Problem Solving Team
 - Initiates a meeting between the teacher, school staff, and special education support personnel to present data and discuss concerns
 - A plan for interventions is developed
 - Intervention data review is conducted
 - Determination for evaluation is made
 - If it is determined that no special education evaluation is necessary the teacher will move forward with providing intervention supports within the classroom
 - Parents are included moving forward
- Parent referral
 - Initiates a meeting including the child's parent, the teacher, school staff and special education support personnel to present data and discuss both parent and teacher concerns
 - A decision to move forward or not with special education evaluation is made

- If it is determined that no special education evaluation is necessary, the teacher will move forward with providing intervention supports within the classroom

Steps After Special Needs Identification

- Student progress is reviewed annually with an Individual Education Plan
- Continued eligibility for Special Education services is re-determined every 3 years