



KATHERINE HIGH SCHOOL

SPECIAL NEEDS AND INCLUSION POLICY

This policy is to be read in conjunction with the Northern Territory Board of Studies Special Education Policy and the Intervention First Handbook.

Rationale

All students have the right to an education including those who have special needs. All students also have the right to be included as much as possible in the mainstream life of their school.

Policy Statement

Katherine High School supports an Intensive Learning Unit (ILU) to cater for students with special needs. The unit aims to maximise the educational, vocational and post school options for students with identified special needs through the delivery of small group and individual programs. Students with identified special needs will be provided with support in order to facilitate opportunities for their participation in mainstream classes and general school activities.

- **The ILU works to:**

- provide special needs students with a broad and balanced education suited to their individual, emotional, physical and intellectual needs
- maximise the use of available resources both human and physical
- provide support for special needs students as they prepare for their effective participation in society, transition to work and/or transition to mainstream classes

- **Students will be considered for placement in the ILU if they:**

- are presently placed in a similar unit in a primary feeder school
- have been through a referral process in their previous high school before enrolling at Katherine High School
- demonstrate significant learning difficulties compared with their peers as identified by DEET Student Services Branch staff
- demonstrate significant delays in their development of literacy and numeracy skills as identified by their classroom teachers

- **Priority of placement will be given to:**

- students already in the ILU and requiring ongoing support
- students having significant delays in their development of numeracy and literacy skills

- **An ILU student's placement into mainstream classes will be dependant on:**

- understanding the individual student's needs
- the student's Individual Educational Program (IEP)
- the deployment of specialist staff

- the flexibility of the mainstream situation and the degree to which the mainstream program can be modified by the classroom teacher

A student's placement and/or his/her IEP will be reviewed on a semester basis. A return to mainstream will occur when ILU staff, in consultation with the student, parents and appropriate Senior Teachers consider the student is capable of succeeding in mainstream.

During a transition to mainstream special timetable arrangements may be made to provide support for students (e.g. partial participation, double enrolment). These arrangements will be made in consultation with parents and appropriate Senior Teachers and classroom teachers.

The Transition to Work placement is an integral part of the special needs students' program and there is an expectation that mainstream teachers will modify their programs to accommodate students involved in Transition to Work placements.

- **Modification of materials for ILU students in mainstream classes**

All work set for an ILU student must be directly linked to his/her ability to respond to each learning outcome. Modification may be carried out on site by ILU staff or by Student Services staff off site. Modification of materials may include resizing or interpreting written content, translating text into Widget sign language or modifying assessment criteria to allow for appropriate demonstration of individual skill levels and to suit distinctive learning needs. Teachers must allow sufficient time for such work to be carried out.

This policy was last ratified by School Council in....

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