Effective Date: 1 st December 2024

Updated : 07 january 2025

1. Purpose

Sikh Academy is committed to fostering an inclusive learning environment that supports the diverse needs of all students, ensuring equitable access to quality education. This policy aligns with the **Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines 2024**

(https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf) provided by the Ministry of Education and reflects the expectations to support students requiring additional educational assistance.

2. Scope

This policy applies to all students who face barriers to learning due to:

• Diagnosed or undiagnosed disabilities.

• Learning difficulties or exceptional talents.

• Temporary challenges, such as medical conditions or trauma.

It ensures students receive appropriate support through structured learning assistance, individualized programming, and compliance with Ministry guidelines.

3. Guiding Principles

3.1 Inclusion and Equity

Sikh Academy values all students as integral members of its community and is committed to providing them with equal opportunities to succeed.

3.2 Collaboration

The school works collaboratively with families, teachers, external specialists, and students to design and implement effective support plans.

3.3 Evidence-Based Strategies

Interventions are informed by data, assessments, and the best available educational practices.

3.4 Individualized Support

Learning assistance programs are tailored to meet the unique needs of each student, including accommodations, adaptations, or modifications to the curriculum.

4. Identification and Assessment of Needs

4.1 Referral Process

• Teachers, parents, or guardians may refer a student for learning assistance by submitting a Learning Support Referral Form to the Learning Support Team.

• Teachers are responsible for monitoring students and identifying those showing signs of difficulty meeting academic expectations.

4.2 Assessment Protocols

• Sikh Academy facilitates referrals to qualified external professionals for diagnostic assessments due to the lack of in-house diagnostic services.

• Parents will be provided with information about available external assessment services; any costs will be borne by the family.

• The school collaborates with local health authorities, school districts, and credible agencies to ensure accurate and valid assessments.

4.3 Criteria for Eligibility

Students eligible for learning assistance include:

1. Those identified with physical, intellectual, sensory, or emotional disabilities.

2. Students with diagnosed learning difficulties or exceptional talents.

3. Students facing temporary challenges, such as illness, trauma, or significant life changes

5. Individual Education Plans (IEPs)

5.1 Purpose

IEPs are developed to provide individualized support for students requiring significant adaptations or modifications to their learning program.

5.2 IEP Components

1. Student Profile: Strengths, needs, and background information.

2. Goals and Objectives: Clearly defined learning outcomes.

3. Accommodations: Adjustments to instructional strategies, learning materials, and assessments.

4. Support Services: Details of additional services such as speech therapy, counseling, or occupational therapy.

5. Monitoring and Evaluation: Plans for progress reviews and updates.

5.3 Development and Review

• IEPs are developed collaboratively with input from teachers, parents/guardians, the student (when appropriate), and external specialists.

• IEPs are reviewed and updated twice a year or as needed based on student progress.

6. Delivery of Learning Assistance

6.1 Classroom Integration

• Wherever possible, students will be supported within age-appropriate, inclusive classrooms.

• Teachers will implement adapted instructional strategies to meet diverse needs.

6.2 Specialized Interventions

• Small-Group Instruction: For targeted skills such as literacy or numeracy

• One-on-One Support: For intensive, individualized instruction.

• Assistive Technology: Tools such as speech-to-text devices or specialized software to support learning.

6.3 Short-Term Programs

• Students requiring focused interventions may participate in short-term alternate programs designed to address specific areas of need.

7. Communication and Collaboration

7.1 Parent and Family Involvement

• Parents/guardians are involved in the identification, planning, and evaluation stages of learning support.

• Regular updates are provided through meetings and written progress reports.

7.2 Collaborative Planning

• Student Support Team Meetings are held regularly to review individual cases and ensure the effectiveness of interventions.

• Teams include classroom teachers, learning support staff, administrators, and external specialists as required.

7.3 Parental appeals

Parents are expected to speak with teachers first, if not satisfied, then speak to the principal. Parents are expected to follow the Appeals policy.

8. Monitoring and Reporting

8.1 Progress Tracking

• Teachers and support staff monitor student progress using formative assessments, observations, and feedback.

• Interim reports document progress toward IEP goals

8.2 Annual Review

• A comprehensive review of each student's progress will be conducted twice annually to assess the effectiveness of interventions and update the IEP as required.

Inclusive education services and program will be reviewed annually by the admin team

8.3 Reporting to Families

• Parents/guardians will receive formal written reports at least twice a year, detailing student achievements and ongoing needs.

9. Professional Development

9.1 Staff Training

• Teachers and support staff will participate in regular professional development sessions focused on inclusive education practices, IEP implementation, and evidence-based interventions.

9.2 Resource Sharing

• The school will provide access to Ministry resources, professional learning networks, and specialized tools to enhance staff expertise.

10. Compliance with Ministry Guidelines

This policy adheres to the principles and requirements outlined in the Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines 2024. It also aligns with FISA recommendations for supporting students with diverse needs. Annual reviews ensure ongoing compliance with provincial regulations and evolving educational standards.

11. Contact Information

For inquiries about the Learning Assistance Policy, please contact principal.