



UNITED HERZLIA SCHOOLS

בתיה"ס המאוחדים הרצליה

INCLUSIVE AND SUPPORTIVE EDUCATION POLICY

MISSION STATEMENT

- A school with an inclusive and supportive programme reflects a desire to provide belonging to children who have diverse ways of learning and diverse life and other experiences.
- Such a school aims to value innate potential by working to build individual capacity and by restructuring itself so as to remove barriers to optimal learning.
- The UHS as a school with an inclusive and supportive programme amongst other schools aims to cater for as many children as possible in our community recognising diversity in its natural proportions.
- Special schools are recognised as a vital part of meeting the needs of diverse learners.
- A school with an inclusive and supportive programme encompasses teachers and managers who value and understand the challenges of diverse learners.

ETHICAL LEGAL ISSUES

- There is no legal definition of inclusion or inclusive education. Inclusion is an effort to make sure that learners with disabilities go to school with their friends and neighbours and community while also receiving whatever specially designed instruction and support they need to achieve, high standards, succeed as learners and contribute productively as independent members of their communities. Special Education like any regular education aims to prepare children to lead productive independent lives as citizens and members of the adult community.
- Inclusion does not mean taking all learners under all circumstances with any need into the UHS.
- Inclusion is not a mandate that all children with disabilities be educated solely in the regular classroom. Educators and parents must ascertain the best placement from a variety of alternative placements to suit diverse needs and the best interests of the learner.

- United Herzlia Schools is a community supportive school that offers a selective inclusive and supportive programme. The UHS is not a fully inclusive school, this is explained as follows:
- Pupils are taken into inclusive and supportive programme if after evaluation by the relevant persons it is deemed that:
- The placement at the United Herzlia Schools is clearly in the best interests of the pupil and at a minimum, the UHS can provide the equivalent interventions required as compared with continued placement at a special school, special class or other relevant programme or school.
- The United Herzlia Schools can reasonably provide the educational and other resources required to make the placement successful.
- The family of prospective candidates can provide the necessary adjuncts to inclusion if required, e.g. a facilitator, laptop computers etc. [The UHS does not pay for facilitators, computers, Braille machines etc. This remains the responsibility of the family].
- The placement of the pupil taken in at one phase of schooling will result in succeeding phases being able to meet the same criteria as above.
- Applications for enrolment to the school where Special Education is likely to be required are directed to the principal of the relevant school. At the enrolment interview the Special Education Needs Coordinator of the school (or the Head of Special Education if required) should be present to administer and initiate an evaluation procedure and gather relevant background information designed to help ascertain suitability for placement, taking into account the points above. Parents are required to be forthright at such enrolments, if found to have knowingly withheld information the school reserves the right to remove the learner subject to provisions above.
- It is important to note the differences between the primary and middle schools with respect to inclusive and supportive education interventions.
Our perspective as a department is global; we work with children from pre primary to high school if required. Thus we take into account the whole development of the child at each specific phase of schooling from pre primary to high.

Our entire inclusive & supportive education programme at all levels aims ultimately to help learners reach their highest level of capacity. We do not believe in underestimating the ability and potential capacity of each child despite the learning and other difficulties they may each face. We strive for resilience and growth in the face of adversity. Precisely providing the appropriate and relevant level of support for the learner developmentally, encourages this growth.

All interventions at primary school phase are conceptualised as FOUNDATIONAL, that is we are in the process of building basic skills, habits coping resources and behaviours.

At the Middle School level we are working towards CONSOLIDATION that is we are moving towards stabilising greater independence, self-responsibility and the development of coping resources that provide capacity to meet complex demands and tasks.

At High school level we are working towards CULMINATION the final phase before children leave us and find their paths in the world of work or further post school training based on independent and autonomous functioning.

It thus must be understood that each phase differs in its application of the fundamental principles of inclusive & supportive education as determined by the age of the children and the developmental tasks facing them.

As parents we have the responsibility to ensure to the best of our ability that our children timeously receive all professional help that is likely to increase their capacity and skill. Removing barriers to learning should not be misunderstood to mean that we do not expect learners to develop required capacities where possible. First, or at least in parallel, attempt to build or re-build capacity.

- What remains consistent is our unswerving commitment to help children reach their maximum potential in as many areas of functioning as possible. This is because we expect highly and positively from each pupil.