



Inclusion Policy

Intent

The Mission Statement of the Thunder Bay Gymnastics Association (TBGA) affirms our commitment to valuing the individuality of all participants. We give all participants every opportunity to achieve their goals. We do this by respecting and taking account of individuals of varied life experiences and needs. In our recreational programming, we offer a broad curriculum certified by Gymnastics Canada. The achievements, attitudes and well being of all our participants matter. This policy helps to ensure that TBGA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that all participants have a common experience.

TBGA believes that every participant has an entitlement to develop their full potential. Instructional experiences are provided to develop achievements and recognise individuality. Diversity is valued as a rich resource which supports the learning of all. At TBGA, inclusion recognises a participant's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

The policy was last reviewed by the Board of Directors in Dec 2018.
The implementation of this policy is the responsibility of the Executive Director.
The policy will be reviewed annually at the first Full Board meeting of every season.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals, or groups. This means that equality of opportunity must be a reality for our participants. We make this a reality through the attention we pay to the different groups within the TBGA Community:

This policy applies to those participants who

- Have learning, physical, communication, sensory and/or medical needs;
- Have or experience behavioural, emotional; and social needs;

But it also applies to those participants who:

- Reflect social and cultural diversity
- Have attendance difficulties
- Experience significant ill health
- Have relatives to care for
- Use English as an additional language
- Have recently in this country or may be refugees or asylum seekers
- Have a mobile life style as travellers
- Live in poverty
- Are gifted and talented
- Bully or who are victims of bullying
- Are bereaved and/or traumatised

Aims

TBGA aims to

- Help participants develop their personalities, skills and abilities;
- Provide appropriate instruction which makes learning challenging, enjoyable and successful;
- Provide equality of opportunity
- Engender a culture of tolerance and acceptance of all, a mutual respect where all are valued

Objectives

TBGA will

- Ensure the inclusion policy is implemented consistently by all staff
- Ensure discrimination or prejudice is eradicated
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all participants have access to appropriately differentiated instruction
- Recognise value and celebrate achievements however small
- Work in partnership with parents/carers in supporting their child's goals
- Guide and support all staff, governors and parents in inclusion issues

Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any of our participants irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

At TBGA, we have defined inclusion as a process which recognises and values diversity promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community

Co-ordinating Inclusion

The <Insert Role> is the Inclusion co-ordinator. This role includes:

- Work positively with all members of the school community to promote inclusion by working closely with the Executive Director and any other senior management
- Monitor and assess inclusive provision by helping TBGA to establish indicators to judge its effectiveness in relation to inclusion
- Monitor the inclusion policy and help write the annual report on its effectiveness
- Report annually on the efficient and effective use of resources for participants at TBGA
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies
- Share inclusive expertise with, and support the professional development of staff
- Purchase appropriate resources
- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of participants
- Liaise with parents whenever required

The inclusion co-ordinator is responsible for keeping the Executive Director and Board of Directors regularly informed about inclusive provision at TBGA.

All instructors are also committed to meeting the needs of all participants in their class and promoting the culture and ethos of inclusion within the TBGA community

Inclusive Provision

TBGA offers a continuum of provision to meet a diversity of our participants' needs. All recreational classes are mixed ability; however, instructors have the flexibility to set smaller ability groups within their classes for specific aspects of the curriculum.

Additional in class support is available in all classes. This is provided by either requesting or supplying a support individual when required. This additional support is targeted at individual participants and small groups of participants.

Promoting an Inclusive Curriculum

The CanGym Report Card System and Gymnastics Ontario/USAG Code of Points are our starting points for planning curriculums that meets the specific needs of individuals and groups of participants. We meet these needs through:

- Setting suitable learning challenges
- Responding to participants' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups
- Providing other opportunities outside the CanGym Report Card System to meet the needs of individuals or groups of children

When setting suitable learning challenges, we aim to give every participant the opportunity to experience success in learning and to achieve as high a standard as possible. The CanGym Report Card System and Gymnastics Ontario/USAG Code of Points set out what most participants should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit the abilities of the participants. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for participants to make extensive use of content from an earlier stage there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils learning resulting from missed or interrupted lessons.

For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, instructors use the content of The CanGym Report Card System and Gymnastics Ontario/USAG Code of Points as a resource or to provide a context, in planning learning appropriate to the age and requirements of their participants.

When planning, we set high expectations and provide opportunities for all participants to achieve, inclusive of all genders, participants with special educational needs, participants with disabilities, participants from all social and cultural backgrounds, participants of different ethnic groups, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking participant achievement in order to ensure that participants do

not underachieve or fail to reach their potential. We respect and value participants that bring different experiences, interests and strengths which will influence the way in which they learn. Our instructors plan their approaches to teaching and learning so that all participants can take part in lessons fully and effectively.

To ensure that we meet the full range of participants needs, our instructors are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning

Our instructors take specific action to provide access to learning for pupils with special educational needs by:

- Providing for individuals who need help with communication, language and literacy
- Planning, where necessary, to develop understanding through the use of all available senses and experiences
- Planning for full participation in learning and in physical and practical activities
- Helping individuals to manage their behaviour, to take part in learning effectively and safely
- Helping individuals to manage their emotions, and to take part in learning

Resource Allocation

TBGA allocates a percentage of its budget towards instruction, resources and Professional Development of our staff and instructors. These resources and programs are used to help our staff provide a more equitable experience for our participants.

Assessment Procedures

We believe that all children and young people deserve to have their achievements and progression recognised and TBGA's curriculum reflects the different levels of attainment likely to be achieved.

TBGA embraces consistent nationally recognised assessment systems; the CanGym Report Card System and Gymnastics Ontario/USAG Code of Points

All instructors monitor, review and analyse participant progress in accordance with TBGA assessment requirements. In order to ensure accurate assessments are made, instructors are annually moderate and standardise samples of achievements across the curriculum at Pre-Fall Session meetings.

Participant progress is monitored and reviewed termly.

In addition to the culture of support and praise which underpins the school ethos, the reward system of team points, certificates for achievement, good behaviour reward and class points helps to improve motivation.

Modification

In exceptional circumstances we may decide that modification of assessment is the correct procedure to follow. We would only do this after detailed consultation with caregiver(s) and the Executive Director and taking into account of the most recent instructional experiences should there be any. We would ensure that every effort has been made to provide the necessary support within the lessons before considering such action.

Should an athlete require a modification in assessment to try out for any of TBGA's elite programming, TBGA will work in consultation with the caregiver(s) and the Executive Director to develop an assessment plan that both meets the needs of the individual and the demands of the program. The individual being assessed to participate in the elite program must possess the required minimum ability to participate in the programming. Ability is defined in this circumstance as the physical, mental and emotional ability to fully participate in elite programming with any accommodation plans should they be required. Accommodation plans are defined as any support systems for the participant that are required to assist the individual reach their full potential that TBGA is able to provide without undue hardship to the association.

Professional Development

The Executive Director oversees the professional development of all instructional staff and assistants. The Executive Director will intermittently review staff skills related to behaviour and participant emotional well being and to ensure there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within TBGA, training seminars, at showcase events, competitions and demonstrations.

Working with Parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Executive Director if they have any concerns about inclusive provision. Parents are also strongly encouraged to keep regular contact with TBGA regarding their child's progress.

Evaluating - The Inclusion Policy

The Inclusion policy is reviewed annually at the start of the fall session.

Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met
- How effective the inclusion provision has been in relation to the resources allocated
- The attainment, achievements and progress of different groups of participants
- Listening and responding to the views of participants

In the light of these findings, our policy is revised and amended accordingly. We believe that effective gymnastics clubs are also inclusive and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- A stable and experienced teaching team working in collaboration with teaching assistants
- Strong support from caregivers and board of directors
- Careful and systematic use of resources
- Thorough monitoring, evaluation and assessment of progress
- A calm and consistent community climate that promotes good, positive social relationships
- High expectations of participants
- Participant views are valued and their voices are heard and listened to
- Clear and consistent policies, with the emphasis on early intervention
- Recognition and respect for diversity
- Appropriate, effective communication systems