

WOORAGEE PRIMARY SCHOOL STUDENT INCLUSION POLICY 2021

Purpose

Wooragee Primary School is a school where the social, emotional, educational and physical needs of all students are of the utmost importance. It is a school that encourages respect for diversity in ability as well as cultural, racial, ethnic and social backgrounds and is based on the notion that we will continually work towards providing for the needs of all students in our community.

Aim

An inclusive education system enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. Inclusive education:

- ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- contributes to positive learning, engagement and wellbeing outcomes for students.

Victorian SHARE Principles for Inclusive Education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

S: Student-centred

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

H: Human rights focused

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

A: Acknowledges strengths

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

R: Respects legal obligations

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

E: Evidence-based

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

Implementation

- The school will aim to have completed applications for support funding in a timely manner through the Program for Students with Disabilities (PSD) if deemed eligible.
- Termly student support groups (SSG) are an integral part of the process for catering for students with a disability and support the ongoing management of individual learning plans (ILPs) created by the classroom teacher, with parent input.
- ILP's will be created by the classroom teacher following the SMART goals procedure, ensuring that goals set for a student are Specific, Measurable, Achievable, Relevant and Time bound.
- Once enrolled, termly SSG's will occur for students funded under the Program for Students with Disabilities and include the class teacher, parents/carers, principal or nominee. Others may be invited, such as education support staff. These will last for approximately 45mins each. Any member of the SSG may request an extra SSG if required.
- Students who require support with social experiences will be offered other lunch time programs as an alternative to playing outside.
- Full inclusion at Wooragee Primary School means that all students are involved in classroom programs. Withdrawal is a non-preferred option.
- Appropriate professional development will be made available to teachers, leadership, education support staff and, where possible, made available to the school community.
- As particular needs are identified, appropriate resources will be sought so that the school can continue to meet the needs of each child. These will be offered in the form of written materials and books, information available through Sharepoint, physical materials in classrooms and professional development.
- Celebration of diversity will be encouraged at Wooragee Primary School.
- A reduced time fraction at school for students with additional needs may be implemented as agreed between parents and the principal or nominee and signed off, the aim always being to build up to full time hours for the student at school as soon as possible. The role of the teacher to support inclusive practices
 - Appropriate classroom resources to be in place after enrolment is confirmed.
 - As particular needs are identified, appropriate resources will be sought so that the school can continue to meet the needs of each child.
 - The class teacher is responsible for program development.
 - Opportunities for discussion with all students in the class/school will be encouraged to facilitate greater understanding, respect and acceptance.

- The environment will be established to cater for students with additional learning needs in the form of carrels, visuals, sensory equipment, mini breaks in between learning, wheelchair access, slope boards for writing, noise cancelling headphones if required, accommodations made to support visually impaired students such as the use of computer technology and safety measures in place to minimise any foreseeable injury, a withdrawal/break area or accommodations as required.

Individual learning plans must be developed and reviewed regularly for the following students:

- Aboriginal and Torres Strait Islanders
- Students that are funded under the Program for Students with Disabilities
- Students that receive support for English as an Additional Language
- Students in an Out of Home Care arrangement
- Students with behavioural challenges but not funded through the Program for Students with Disabilities (PSD)
- Students with a diagnosed disability but not funded through the Program for Students with Disabilities (PSD)
- Students with severe social and emotional needs but not funded through the Program for Students with Disabilities (PSD)

Behaviours/Actions which strengthen inclusive practices

- Adjustments be made to all school activities to enable every child to access everything offered such as school camps, excursions, performances and specialist programs.
- Every student will be provided with a curriculum based at their level. This will be in the form of the Australian Victorian Essential Learning Standards (AUSVELS) or Abilities Based Learning and Education Support curriculum (ABLES), based on assessments completed by the school and professional recommendations.
- The classroom teacher will review recommendations by professionals for students in their class.
- Teachers are encouraged to develop regular communication between families of students they support. The role of Education Support Staff (ESS) to support inclusive practices
- ESS are responsible for implementing the program developed by the teacher and adjusting the delivery to best support the needs of the student.
- ESS are encouraged to develop regular communication between families of students they support. Communication is to be fed back to the teacher. Support from Service Providers
- The school will access support from the region's Autism Coach, Koorie Education Officer and Student Support Services Officer (SSSOs).
- The school will liaise with Early Childhood Intervention Services (ECIS) to support students with a disability before their commencement at school.
- Where needed, the school will work with health professionals such as speech therapists, occupational therapists, psychologists, the school nurse and paediatricians to support all students' needs.
- The school will have regular access to the Kids Early Action Programme in Schools (KEAPS) available to eligible students in Grade Prep- 3 who are identified as needing behavioural support.
- The school will maintain ongoing communication with the North East Child and Adolescent Mental Health Services (NECAMHS). Inclusion Support for Parents of our School

- A volunteer parent support group for students with additional needs may be established at the school to support parents with the social, emotional and academic growth of children with additional learning needs.
- A reduced time fraction at school for students with additional needs may be implemented as agreed between parents and the principal or nominee and signed off, the aim always being to build up to full time hours for the student at school as soon as possible.
- Appropriate professional development will be made available to teachers, education support staff and, where possible, made available to the school community.
- The school will support families in accessing 'Child First', to support families going through separation, mental illness and economic or social disadvantage.

Further Information and Resources

- [Abilities Based Learning and Education Support](#) (ABLES) provides a suite of curriculum, pedagogy, assessment and reporting resources
- [Autism Friendly Learning](#) for learning initiatives and resources
- [Disability Standards](#) includes fact sheets and links to eLearning resources
- [Language and Learning Disabilities Support Program](#) for supporting students with language disorders and difficulties
- [Legal Obligations](#) for information on the provision of educational opportunities, duty of care, occupational health and safety, human rights and discrimination obligations
- [Medical and Accessibility Support](#) includes Schoolcare, Medical Intervention Support, Equipment Grants for Students with vision Impairments and Accessible Buildings Program
- [Nationally Consistent Collection of Data](#) includes links to resources
- [Program for Students with Disabilities](#) for further information on the additional support within the Student Resource Package for eligible students with disabilities in regular and specialist schools
- [Learning Difficulties and Dyslexia](#) for assessments and focused teaching strategies that can assist in supporting and monitoring a student's learning and progress in reading
- [Engagement Support for Specific Groups of Students](#) includes resources, strategies and supports for specific groups of students who have additional needs, or may face particular barriers to engage with school
- [Student Support Groups](#) guidelines to assist schools in supporting students with disabilities and additional learning needs
- [Transitions \(Careers Pathways Programs\)](#) for transition and pathways information

EVALUATION

This policy will be reviewed every 2 years.

| Developed/ Reviewed | School Council Chairperson | School Principal | Review date |
|----------------------------|-----------------------------------|-------------------------|--------------------|
| | Shireen Porteous | Alicia Odewahn | July 2017 |
| November 2018 | Shireen Porteous | Alicia Odewahn | November 2020 |
| February 2021 | Shireen Porteous | Alicia Odewahn | February 2023 |