

POLICY: INCLUSION



PURPOSE:

Brentwood Park 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.

Definition

An inclusive school uses its best efforts to cater for all children in its community. Exclusive of those students on the Program for Students with Disabilities, inclusion does not refer to students whose behaviour demonstrates risk to others or themselves.

It respects diversity in ability as well as cultural, racial, ethnic, religious and social backgrounds.

AIMS:

- To ensure the school accommodates the individual needs of every student.
- Acknowledging that all students have their own learning styles.
- Inclusive practices are established across all areas of the school.
- The notion of inclusiveness underpins this policy.

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 Goals created by the classroom teacher, Assistant Principal and education support staff member, with parent input.
- Students who require support with social experiences will be offered other lunch time programs as an alternative to playing outside.
- Appropriate professional development will be made available to teachers, leadership and education support staff.
- As particular needs are identified, appropriate resources will be sought so that the school can continue to meet the needs of each student.

Students who are not funded will have access to the DET services: Social Worker, Speech Therapist and Psychologist.

Students are mainly taught within the classroom setting, however, may be withdrawn for speech therapy, occupational therapy etc.

- Celebration of diversity will be encouraged.
- Individual Learning Improvement Plans (ILIPs) will be developed and reviewed regularly for the following students:

- Aboriginal and Torres Strait Islanders
- Students that receive support for English as an additional Language (EAL)
- Students with learning, social, emotional or behavioural challenges.

The role of the teacher to support inclusive practices:

- The class teacher is responsible for program development.

Teachers will demonstrate the AITSL standards, in particular standards 1 and 2: *Know students and how they learn* and *know the content and how to teach it*.

- Opportunities for discussion with all students in the class 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 visuals, sensory equipment, mini breaks in between learning, wheelchair access, slope boards for writing, noise cancelling headphones if required, accommodations made to support visually or hearing 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.
- Adjustments must 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 Victorian curriculum based on assessments completed by the school and recommendations from professionals.
- 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 students on the Program for Students with Disabilities..
- 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 Koorie Education Officer, School Nurse and Student Support Services Officer (SSSOs).
- The school will liaise with outside agencies 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.

Inclusion Support for Parents

The school will support families in accessing 'Child First', to support families going through separation, mental illness and economic or social disadvantage.

The use of the interpreter service to support parents from diverse backgrounds.

Encourage parents to celebrate diversity through our Multi-Cultural Day.

Inviting parents to perform and teach students traditional songs and dance at during the Multi-Cultural Day and weekly assemblies.

Inviting cultural groups to perform at the school from Springvale Neighbourhood House to celebrate the school's diversity.

EVALUATION:

This policy will be reviewed as necessary.