



# Inclusion

## POLICY

### Rationale

Cardinia Primary School is a school which values the importance of addressing the social, emotional, learning and physical needs of all students. It teaches respect for all groups within the community and promotes their individuality, whether they be cultural, racial, ethnic, religious or disabled groups. Cardinia Primary School complies with the *Disability Standards for Education (2005)*. We make adjustments so students with a disability can participate on the same basis as other students.

### Definition

An inclusive school is one that recognises and responds to the diverse needs of its students. It ensures quality education by adapting the curriculum, the organisational arrangements, teaching strategies, the use of resources and by developing partnerships within the community. It is deeply committed to the belief that all students should learn together and that all students can learn regardless of differences.

### Aim

Cardinia Primary School aims to be an inclusive school. It endeavours to remove any barriers to learning and participation that can hinder or exclude some students. It strives to make equal opportunity a reality through attending to the diverse needs of the various groups of students within the school, including:

- Gender;
- Minority ethnic and religious groups;
- English as a Second Language students;
- Students with additional learning needs;
- Able and talented students;
- Students with mental health concerns;
- LGBTI;
- Refugees;
- Students with physical disabilities; and
- Students with hearing and sight impairments.

### Implementation

- Enrolment practices do not discriminate between students, with or without disabilities.
- School services and facilities are equally accessible to all students.
- Curriculum and assessment programs are designed, monitored and adjusted to cater for all students at their point of need and/or ability. All students are encouraged to participate in the full range of programs (e.g. camps, excursions, specialists) available at the school.
- The school sets high expectations for all its students and asks that all students do their best.

- The school environment is friendly and supportive and responds positively to student diversity.
- Students with additional needs are placed on an Individual Education Plan (IEP) which includes academic, behaviour, social and emotional goals that are challenging but achievable and ensure success over the space of one term. It outlines adaptations that are made to the student's program and assessment that measures achievement over the space of one term. The IEP is discussed with parents at a meeting with the classroom teacher.
- Student Support Group (SSG) Meetings for all students funded under the Program for Students with Disabilities will be held 4 times or more a year. Attending the meeting will be parents/guardians, Additional Needs Coordinator, classroom teacher and the student's aide. Other interested parties might also attend, for example, a speech therapist, a support person for the parents and/or the Principal.
- Occasionally a student may attend school on reduced hours to help him/her cope with the demands of school. This is considered to be a short term solution and it is aimed that the student return to full time schooling as soon as possible.
- The school will work with a Specialist School if a parent wishes their child to attend a mainstream school on a reduced time fraction.
- All students with additional educational needs are placed on a Snapshot and a Matrix which are documents that outline the disability and how it impacts on the child and lists strategies and modifications which allow the students a sense of wellbeing and achievement at school. Each staff member has a copy of these documents.
- Specialist equipment and materials that students need to be able to experience success with their learning are supplied.
- All staff are encouraged to undertake Professional Development to improve their knowledge of disabilities/diversity and teaching strategies to enhance their capacity to provide for diversity amongst students.
- Transitions are supported at each level, including:
  - \* Kinder students with additional needs have short extra transition sessions as well as regular transition days;
  - \* The needs of students with disabilities and/or welfare concerns are communicated to the staff at the relevant secondary school. Depending on the secondary school, extra transition sessions may be arranged;
  - \* Selected Year 6 students undergo a Transition into Secondary School program in second semester; and
  - \* Successful transition from one year level to the next is a goal discussed with parents at the Term 4 SSG.
- This policy should be read in conjunction with the school's Student Engagement and Wellbeing Policy and Behaviour Policy.

### **Modifications Employed**

At Cardinia Primary School many adaptations to the curriculum are employed in response to the highly individualised needs of all students. Commonly used adaptations include:

- Indoor lunchtime areas are provided for students who are overwhelmed by the busyness of the playground.

- Many small group and individual interventions provided for students who need more intensive instruction.
- Modified homework and classwork requirements.
- Movement breaks when required.
- Social stories and social scripts.
- Instructions given one step at a time.
- Emphasis on key points of new concepts.
- Use of sensory boxes.
- Quiet retreat area or sensory area.
- Visual representations of instructions.
- Use of Makaton signing and gestures.
- Behaviour Management Plans.
- Additional monitoring at lunchtimes.
- 1-on-1 supervision on excursions.
- Hearing Augmentation Sound Systems.
- Pre-teaching of lessons.
- Slant boards and other handwriting aids.
- Social skills small groups.
- Facilitated play interactions.

### **Services Available**

The following services are available to assist students at Cardinia Primary School:

- Speech Therapy Assistance (STA) under the guidance of the Student Services Speech Therapist, half hour per week per student.
- A Reading Recovery trained teacher provides this intensive individual program for Grade 1 students, half hour daily.
- Student Services psychologist offers short term counselling and psychological and educational assessment for referred students.
- A Chaplain visits referred students in the classroom, takes small group or individual counselling sessions.
- Getting Ready in Numeracy (GRIN) program gives small group pre-lesson intervention for students in Grades 4 to 6.
- Support teachers across all grade levels.
- Shine Assist Program where an Oz Child psychologist visits regularly for individual counselling of students on a Mental Health Care Plan.
- Some private speech and occupational therapists work with students under arrangements made with parents and the school.
- Other Government services such as Connections, Windermere and Department of Human Services are available to the school.

## **The Role of Leadership**

- Leaders of the school are committed to building a culture that is inclusive of all students.
- Leadership provide the vision that ensures policies are put into practice.
- Leadership support change to infrastructure, curriculum and teaching.
- Leadership ensure that assessments are used effectively to target and measure student performance.

## **The Role of the Additional Needs Coordinator**

At Cardinia Primary School the Additional Needs Coordinator:

- Fosters in the school the belief that all students can learn.
- Encourages greater respect for and understanding of diversity at all times.
- Focuses on student's learning needs rather than their disability.
- Ensures that goals for students with additional needs are challenging, yet achievable.
- Forges strong links with parents.
- Carries out the application process under the Program for Students with Disabilities Program (PSD), including identifying possible students, collecting documentation, determining eligibility, arranging for necessary assessments, writing up application, arranging Educational Needs Questionnaire meeting and lodging the application.
- Overseeing all PSD students and their aides.
- Arranging Student Support Group meetings on a termly basis for all students funded under the PSD.
- Ensuring that IEPs are written and passed onto parents on a regular and timely fashion, as well as collecting signed IEPs.
- Liaising with Student Support Services and other specialists working with students.
- Identifying and referring students to Student Support Services and other specialists working with students.
- Supporting teachers in catering for the learning needs of all students.

## **The Role of the Classroom Teacher**

At Cardinia Primary School the classroom teacher:

- Devises the IEPs of all students in his/her class who have additional needs and meets with parents to seek their input.
- Plans and implements the program and assesses the students regularly.
- Reports to parents on student performance.
- Oversees the work of the aides within the classroom.
- Formulates and updates the Snapshot and Matrix for their students.
- Identifies students who need additional assistance and refers them to the Additional Needs Coordinator.
- Maintains regular contact with parents.

## **The Role of Education Support Staff (Aides)**

At Cardinia Primary School Education Support Staff (Aides):

- Work with any students within the classroom requiring assistance, as directed.
- Report to the classroom teacher observations of students' challenges, successes and passes on suggestions of strategies that may assist individual students.
- Implements programs and assessments as specified by teacher.
- Maintains communication with parents of funded student/s in his/her care.

## **Evaluation**

This policy will be reviewed every three (3) years or as deemed necessary.