



Quarry Hill Primary School

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Inclusion Policy

Rationale

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

Aims

- Respond constructively to the needs of educationally disadvantaged/marginalised students
- Promotion of locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration
- Inclusive education practices are embedded in all policies and initiatives.
- To provide high quality education for all students by ensuring the school accommodates the individual needs of every student.

Implementation

The role of leadership and the teacher to support inclusive practices

- Include an Inclusion Role in the Roles and Responsibilities – The Inclusion role is to oversee inclusive practices. The role entails supporting teachers and education support staff in their knowledge of how to best cater to all students of varying abilities, cultural, racial, ethnic and social backgrounds.
- 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.
- 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.
- All students with ILPs will have termly parent meetings to 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.
- Individual learning plans must be developed and reviewed regularly for the following students:
 - Aboriginal and Torres Strait Islanders (each term)
 - Students that are funded under the Program for Students with Disabilities (each term)
 - Students that receive support for English as an additional Language (EAL)
 - 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)
- Students who require support with social experiences will be offered other lunch time programs as an alternative to playing outside.
- Full inclusion at QHPS means that all students are involved in classroom programs where possible. Withdrawal is the preferred option only when it is required by the student.
 - 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.
 - Celebration of diversity will be encouraged at QHPS
 - 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 will be encouraged to facilitate greater understanding, respect and acceptance of diversity.
- 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, slope boards for writing, noise cancelling headphones if required, accommodations made to support dyslexic students such as the use of computer technology, a withdrawal/break area or accommodations as required.
- Individual learning plans must be developed and reviewed regularly for identified students
 - 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 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.

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 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 pediatricians to support all students' needs.
- The school will maintain ongoing communication with School Liaison Personnel from Child and Adolescent Mental Health Services (CAMHS).

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.
- If a family has engaged with Mansfield Autism Centre, the school will work with the travelling teacher to support the student.
- 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.

Evaluation

This policy will be reviewed as part of the school's policy review cycle.

References

Inclusion in Education: Policy recommendations written with Children with Disability Australia	file:///D:/Users/01950436/Downloads/CDA+Issues+Paper+on+Inclusion.pdf
Student Engagement and Inclusion DEECD	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Students with disabilities	http://www.education.vic.gov.au/school/teachers/health/Pages/disabilities.aspx
Gender Identity	http://www.education.vic.gov.au/school/principals/spag/health/Pages/genderidentity.aspx?Redirect=1
ABLES	http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/ables.aspx