



Policy Location	Policies/Student Wellbeing		
Policy Title	Inclusive Education Policy		
Date Approved	13/09/2017	Review Date:	August 2020
Revision No.	1	Revision Date:	5/9/2017

Rationale

Reservoir Views Primary School is a school where the social, emotional, educational and physical needs of all students are valued. We know that when all students feel valued, safe and connected to school, learning progress is more likely to happen.

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, ethnic, religious and social backgrounds.

Aims

- To ensure the school accommodates the individual needs of every student
- Acknowledging that all students have different learning strengths and rates of learning
- Inclusive practices are established across all areas of the school
- All students are involved in learning programs – exclusion is a non-preferred option

Inclusion Leadership Role

The Principal will appoint a staff member in the school 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 and social backgrounds.

Implementation

The role of leadership and the teacher to support inclusive practices

- 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.
- 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 with behavioural challenges but not funded through the Program for Students with Disabilities (PSD)
 - Students with a diagnosed disability or disorder 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 in Out of Home Care
- Students who require supported experiences to develop interpersonal skills will be provided with structured programs during lunch breaks.
- 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 Reservoir Views Primary School through special days such as Harmony Day, Multicultural Week, NAIDOC Week.
- Newly arrived Prep students from another country that are recognized as being non English speaking may be eligible to receive English tuition within 18 months of arrival in to Australia. If students enter any other year of schooling, they may be eligible to receive English tuition within 6 months of arrival in Australia.
- A reduced time fraction at school for students with additional needs may be implemented as agreed between parents and the principal, 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 developing, implementing and evaluating student learning programs that target specific learning needs.
- Where appropriate, the teacher will provide learning experiences for all students in the home group/ area 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

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 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 in Out of Home Care
- Adjustments are 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 and incorporate where required.
- Teachers will maintain frequent communication with families of students through a daily journal or email.

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 expected to contribute to the development, implementation and evaluation of ILPs

Professional Development

All teachers and ES staff working directly in classrooms will maintain a high level of expertise through professional learning activities. These will include the strategies from the Berry Street Education Model, and may also include the Disability Standards in Education online training <http://dse.theeducationinstitute.edu.au/login/index.php>; Autism, Dyslexia, and other disorders and conditions as required.

Support from Service Providers

- The school will access support from the region's Autism Coach, Koorie Education Officers 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 maintain ongoing communication as required with other service providers who may include, Austin Child and Adolescent Mental Health Services, Victorian Aboriginal Child Care Agency, Victorian Aboriginal Health Service, and the Department of Health and Human Services.

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.

- If a student has dual enrolment at a special school and RVPS, the school will ensure regular communication between the parent and the other school.
- The school will support families in accessing 'Child First', to support families experiencing distress through separation, mental illness and economic or social disadvantage.