



Inclusion and Diversity Policy

Purpose:

- Our school is committed to delivering an inclusive environment that ensures all students have access to a quality education that meets their needs.
- Our school strives to create a safe, inclusive and supportive school environment for all students and members of our school community
- To support and improve the learning outcomes for all students with disabilities and students identified with special needs. The Disabilities Standards for Education 2005 clarifies the obligations for schools and the rights of students under the Disabilities Discrimination Act 1992

Aim:

- To provide students access to the school's curriculum and learning opportunities that cater to their individual needs
- To ensure all students and members of our school community are treated with respect and dignity
- Ensure that students are not discriminated against and where necessary, are accommodated to participate in all school activities including but not exclusive of, camps, excursions and productions.
- Acknowledge and respond to the diverse needs, identities and strengths of all students
- Encourage empathy and fairness towards others
- Challenge stereotypes that promote prejudicial and biased behaviour and practise.
- Support transition for students entering school, through the primary years and into their secondary schooling
- Support students with moderate to high needs, under the Program for Students with Disabilities (PSD) who meet the eligibility under the following categories
 - Physical impairment
 - Visual impairment
 - Hearing impairment
 - Severe Behaviour disorder
 - Intellectual disability
 - Autism Spectrum Disorder
 - Severe language disorder and critical educational needs
 - Race, language, religious beliefs, gender identity or sexual orientation.
- To support students who are not deemed eligible for funding under the PSD program, but who are identified by the school as requiring additional support and or educational adjustments

Implementation:

- A separate Student Support Group (SSG) must be established for each funded 'Program for Students with Disabilities' (PSD) student. This meeting is a collaboration between teachers, parents/guardians or carers, educational support teachers and other professionals as required.
- SSG groups will be established for students who require additional assistance or modified programs regardless of funding outcomes
- The SSG will meet on a regular basis, at least once a term, or as the need arises, to review the progress of the child and to ensure that an appropriate education program is being provided.
- Professional development will be available to all staff to support the needs of the child

- Individual Education Plans (IEPs) will be developed for students and this will be used in conjunction with the school's current reporting process to inform parents of their child's progress.
- If a Behaviour Management plan is required it will be developed and reviewed on a regular basis in conjunction with the teacher, parent and student
- Funded students will be provided with an Educational Support Teacher determined by the level of funding received. Additional support, outside of funding may also be given by the school.
- Unfunded students may also have access to an Education Support Teacher reviewed on a yearly basis.
- All teachers will make reasonable adjustments to their programs to support all children with a disability or special need
- The school will teach explicit content that focus on students understanding of our diverse community. These programs will include but are not limited to: Respectful Relationships. Religious and Cultural Understanding. Bully Stoppers. Disability Awareness. Mental Health Awareness.

SSGs (Student Support Groups):

- An SSG will be established for those children at risk with their education – be they a funded student or not. SSGs may be established for academic, behavioural, physical or emotional needs.
- Membership of an SSG will include: The principal, classroom teacher, parent, parent advocate (if requested), and Education Support staff (where appropriate) and consultants (i.e. speech pathologists, guidance officer, etc.) and the student (if appropriate).
- IEP's (Individual Education Plan): The aim of establishing these plans is to individualise the learning programs for children deemed to be at risk with their education. An IEP will be the result of a meeting (not necessarily a formal SSG). The IEP will be developed by the classroom teacher after discussions with the parent. A copy of the plan will be made available to the parent.

Supporting Documents:

Policy: Student engagement and inclusion. (Behaviour information with this policy)

- [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: Resources](#) - includes links to eLearning resources
- [FUSE](#) - for teacher resources
- [Medical and Accessibility Support](#) - includes School care, 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

- [Reading Difficulties and Dyslexia](#) - for assessments and focused teaching strategies that can assist in supporting and monitoring a student's learning and progress in reading
- [Special Needs Plan](#) - for information on the commitments in the Government's Special Needs Plan, including the Program for Students with Disabilities Review, Outstanding Inclusive Education Awards, Senior Practitioner (Disability) partnership, Inclusive Schools Fund, Abilities Based Learning and Education Support (ABLES), and Building teacher capability for inclusive education
- [Support and Resources 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 Engagement and Inclusion Guidance](#) includes information on policy, strategies and supports available to schools
- [Transitions](#) - for transition and pathways information

Evaluation:

- This policy will be reviewed as part of the school's 3 year cycle review. This policy was reviewed by staff 21/11/2018 and presented to school council 17/12/2018