

## **Epsom Primary School Inclusion Policy**

### **Rationale**

Epsom Primary School is a child safe school and has zero tolerance to child abuse.

Epsom 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. 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.

### **Inclusion Role**

A person or persons is appointed 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, racial, ethnic and social backgrounds.

#### **Implementation**

The role of leadership and the teachers 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 Personal learning plans (PLPs) created by the classroom teacher, with parent input.
  - PLP's will be created ensuring that goals set for a student are Specific, Measurable, Achievable, Relevant and Time bound.
  - 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. These will last for approximately 30 minutes.
- Any member of the SSG may request an extra SSG if required.
- Students who require support with social experiences will be offered other programs through the College's Wellbeing Team.
  - Full inclusion at Epsom Primary School means that all students are involved in classroom programs with levels of participation to be determined through consultation with SSG members.
  - 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. These will be offered in the form of written materials and books, information available through the College's learning management system Compass, physical materials in classrooms and professional development.
  - Celebration of diversity will be encouraged at Epsom Primary School.
  - Personal learning plans will be developed and reviewed regularly for the following students: Aboriginal and Torres Strait Islanders,

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 or learning needs but not funded through the Program for Students with Disabilities (PSD)

- 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 for all students in their classes.
- Opportunities for discussion with all students in the advisory group/ learning community 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 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.
- Teachers are encouraged to access the school's variety of resources on inclusion for staff in the form of written materials and books, information available through the learning management system (Sentral), physical materials in classrooms and professional development.
- Personal learning plans must be developed and reviewed regularly for the following students: Aboriginal and Torres Strait Islanders, 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)
- 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 Koorie Education Officer, Student Support Services Officers (SSSOs) and other specialist staff as required.
- 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 with a broad range of community agencies and work with them to support any students accessing these services.
- 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.

This policy was reviewed by school council in September 2016