



CAULFIELD PRIMARY SCHOOL

INCLUSIVE EDUCATION POLICY

POLICY NO. 1.2

Rationale:

The Victorian Department of Education and Training is committed to improving the learning outcomes of all students, and giving every child every opportunity, by acknowledging and catering for their diverse learning needs. A key element of this commitment is the emphasis on improving the learning outcomes for students with disabilities and additional learning needs stemming from other circumstances, including strategies that ensure inclusive practices are in place in schools.

Inclusive education recognises the diversity of students and their needs. It recognises the continuum of special needs requiring different approaches; from those with additional needs to be able to learn, to students who will benefit from additional support to meet their potential. Inclusive education is much broader than ensuring open access for those with a disability. Inclusive Education is also about a commitment to social justice and equity.

Policy statement:

Caulfield Primary School recognises the diversity of students, their range of abilities and their different learning styles. The school aims to cater for the learning needs of every student, and support all students to reach their full potential.

Responsibilities of the school

- Staff support will include
 - A person responsible for overseeing inclusive practices and support
 - Employment of education support staff (for funded students) to assist with implementation of Individual Learning Plans
 - Appropriate support from external student support services where necessary
 - Appropriate professional development made available for teachers
- Promote a learning environment that physically caters for the learning needs of all students

Responsibilities of the classroom teacher

- Development and review of individual learning plans
- Development of regular communication with the families of students that they support

Responsibilities of parents

- Communicate the child's needs to the school
- Provide up to date information on the child's needs as they change.

Disabilities and Impairments:

All schools are currently required to comply with the *Disability Standards for Education*, introduced by the Federal Government in August 2005. These standards clarify and specify the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The Standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation. *Disability Standards for Education* was reviewed by the Federal Government in 2015, and one outcome was the resource document for schools, *Planning for Personalised Learning and Support: A National Resource*. <https://docs.education.gov.au/node/38065>

In Victoria, the DET Program for Students with Disabilities (PSD) provides funding for additional support for students with moderate to severe disabilities in regular and specialist schools. Students must meet the eligibility criteria under one of the following categories:

- Physical disability
- Hearing impairment
- Visual impairment
- Intellectual disability
- Autism spectrum disorder
- Severe language disorder with critical educational needs
- Severe behaviour disorder

Under PSD requirements, curriculum-based Individual Learning Plans must be developed by a Student Support Group that sets out the student's short term and long term goals based on their additional learning needs. A Student Support Group is a co-operative partnership between the parents or guardians, school representatives and professionals to ensure coordinated support for the student's educational needs.

Caulfield Primary School will make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with a disability/impairment to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this while balancing the interests of all parties affected, including those of the student in question, the education provider, staff and other students. The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Aboriginal/Torres Strait Islanders:

All Australian Governments have agreed to close the gap between the educational outcomes of Indigenous and non-Indigenous Australians. The Wannik education strategy for Koorie students requires all government schools to develop an Individual Education Plan (IEP) for every Koorie student in their school. It is one of the primary strategies improving learning outcomes and addressing the education gap. This has been taken a step further with the development of the Koorie Education Learning Plan (KELP), a tool for parents, teachers and students to work together to improve outcomes for Aboriginal and Torres Strait Islander students. The school will develop any IEP in partnership with the student, their parents or guardians and, if required, a Koorie support worker.

Students with special learning needs:

In consultation with parents, and based on independent supportive documentation, the school may also develop Individual Learning Plans in the following situations:

- Students with disabilities or impairments that do not meet eligibility criteria for the PSD
- Students with diagnosed behavioural disorders that do not meet eligibility criteria for the PSD
- Students with disabilities or impairments that are not covered by the PSD e.g. dyslexia
- Students that receive support for English as a Second Language
- Students that have been cognitively assessed as being gifted.

A child may have an ILP without having a disability or diagnosis.

Date of approval: 2016	Date of review: 2019
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