



St Raphael's School

2018

Inclusive Education Policy and Procedures



INTRODUCTION

POLICY

At St Raphael's School we believe that all students will be treated with dignity and respect. Every student is entitled to quality learning and entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Inclusive education ensures that St Raphael's School is a supportive and engaging place for all school community members. It builds communities that value, celebrate and respond to diversity. It is underpinned by respectful relationships between learners and school community members. It is supported by collaborative relationships with parents and communities through communication, learning partnerships, participation and consultative decision-making.

Inclusive education means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive and learning environment.

At St Raphael's School it is expected that we are an inclusive learning community.

RATIONALE

For students with a disability, there is a legislative requirement to provide reasonable adjustments where necessary to ensure that they are able to participate in education and training on the same basis as students without a disability.

According to the Disability Standards for Education 2005 (DSE) 'an adjustment is a measure or action taken to assist a student with a disability to participate on the same basis as other students'.

'On the same basis' means that while all students will access age-equivalent content, their focus and the way they access it might vary, depending upon their strengths, interests, goals and needs.

AIMS

At St Raphael's School our aim is to:

- provide high-quality education for all students
- cater for different learning styles
- scaffold student learning to ensure success for all
- provide the structures for access by all students to equipment and resources
- ensure that resources are culturally and gender inclusive
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration
- ensure that inclusive education practices are embedded in our school culture, policies and initiatives.

PROTOCOLS, PROCEDURES AND PROVISION OF INFORMATION

- 1 At St Raphael's School there are procedures and protocols in place to ensure that the learning needs of all students are met. Students that have been identified 'at risk' are tracked by their Teachers and information is shared with Leadership personnel. Electronic data is collected each year to map learning for students for the duration of their education at St Raphael's School. Teachers are required to update and enter student data each school year.

Refer to Appendix 1: *Inclusive Education Referral Protocols at St Raphael's School.*

2. **Role of Parents/Caregivers:**

Parents/Caregivers are contacted and included in the discussions regarding teacher concern for student learning. At this point an IEP should have been designed to present further evidence of concern for student learning. Teachers then follow up with a meeting including the Inclusive Education Coordinator if educational growth based on learning goals has not been achieved.

3. **Diagnosis:**

Teachers are not to diagnose as this is not their role or skill. This requires a discussion with the Inclusive Education Coordinator and Class Teachers. Collected evidence and checklists are expected before a presentation to parents to request exploration of assessment, external agencies and support.

4. **Physical features:**

Learning areas are set up to provide alternative, flexible learning spaces to suit the learning needs of particular students.

5. **Inclusive school understanding:**

On preference, students with learning needs are not ostracized or removed from Classrooms. ESOs (Curriculum Support) work in collaboration with Teachers and other school personnel to support student with their learning. Small group work and 1:1 support is provided as needed. All learning tasks are provided by the Teachers. Teachers are accountable for the learning program.

6. **Individual Education Plans (IEPs):**

IEPs are designed for students who need additional resourcing due to their learning, physical and or emotional disability. IEPs are shared with parents and students and a signed copy is kept on file. Parents also receive a copy of the current IEP. Student IEPs are reviewed each semester in consultation with parents/caregivers.

Refer to Appendix 2 and 3. *Proforma for Resourced and Non Resourced students.*

Appendix 2: *IEP for Resourced Student*

Appendix 3: *IEP for Non Resourced Student*

7. **Staffing and personnel- ESO expectations:**

The Inclusive Education Coordinator with the Principal allocate support time based on the level of adjustments students require to access learning. ESOs meet with Teachers during the school term to plan and organise in class support. Leadership personnel create ESOs timetables based on allocated resourcing. ESOs meet once per term with Leadership personnel.

8. **Role of the ESO (Curriculum Support)**

ESOs support teachers in their delivery of the class program. ESOs work with students with learning needs in and out of the classroom. ESOs may be responsible for facilitating small group intervention programs, for example, gross motor, literacy, numeracy and reading. The teacher is responsible for the creation of the program.

9. External Agencies:

Visiting External Agencies are negotiated with families and a space is provided at school, when and if possible. This time is provided during the school day, i.e. 8:30am – 3:10pm. It is the responsibility of parents to pay for the service and to inform the school and the practitioner of any changes to their arrangement.

All induction procedures must be followed and Police Clearances must be sighted prior to therapist beginning their work with students.

10. Moderation and Assessment:

Students who have a modified program with significant adjustments are eligible to receive an alternative Semester Report. This option is discussed with parents/caregivers prior to the Semester 1 and Semester 2 Report being written.

Refer to Appendix 4: Specific Needs Report.

ADJUSTMENTS:

Reasonable adjustments are developed in consultation with the student, their parents/ caregivers, and relevant school staff. Reasonable adjustments apply to all types of learning, including learning at school, and on excursions and camps.

Reasonable adjustments are individual to the student, flexible to take in the changes in needs over time, and agreed, through balancing the interests of all parties.

At St Raphael's School we expect teachers to make reasonable adjustments to ensure that students with learning needs can access their learning and are provided with the same educational opportunities as everyone else.

THE PROCESS FOR MAKING A REASONABLE ADJUSTMENT UNDER THE DSE INCLUDES:

- consultation with the student (if possible), and their parents or carers
- consideration of whether an adjustment is necessary to enable the student to participate on the same basis as other students
- if an adjustment is necessary, identification of a reasonable adjustment or adjustments
- making the reasonable adjustment.

A REASONABLE ADJUSTMENT IS REASONABLE IF IT:

- supports a student to participate on the same basis as other students, and
- takes into account the student's learning needs, and
- balances the interests, including safety, of all concerned (students and staff).

ADJUSTMENTS:

- may benefit all/other students, but are essential for the identified student to access and participate in the intended curriculum
- need to be specific and targeted to the identified impairment and the individual student
- include the range, breadth, frequency and complexity of adjustments that are required.

RESOURCES

Disability Standards for Education 2005 (DSE)

On the Same Basis, Implementing the Disability Discrimination Act, Standards for Education

<http://education.qld.gov.au/schools/inclusive/>

[Disability Standards for Education: A practical guide for individuals, families and communities](#)

APPENDICES

INCLUSIVE EDUCATION REFERRAL PROTOCOL & PROCEDURE:

Amended: May 2018

Listed below is a list of criteria to follow when teachers suspect that a child in their class is experiencing learning difficulties and they wish to have him/her formally referred to any professional including a Psychologist, a Speech Pathologist, an Occupational Therapist, SPELD or Tutoring Agency. (**PRIVATELY OR THROUGH CATHOLIC EDUCATION SOUTH AUSTRALIA**)

- 1 .Organise a meeting with the Inclusive Education Team; Inclusive Education Coordinator and Teacher/s and together formulate a 'Plan of Action'.**
- 2. When building up a file teachers will need to include a number of items. Please note; the more evidence teachers have, the stronger their case becomes when presenting it to the CEO Special Education Consultant.**

Possible Assessment Tools to use:

Examples of Diagnostic Tests:

Current Running Records

ESL Scales Oral and Written Language Assessment/s

First Years of School Literacy Assessment (FYSLA) (completed after the 5th Term of commencing school)

NAPLAN

Curriculum Tests

Samples of student's written work

PAT R

PAT M

IEP

Current Running Record

- Anecdotal information and observation (dates, activities detailing student engagement)
- Past relevant documentation in child's file, e.g. Kindy Reports, previous teacher documentation, previous Semester Reports, Electronic data Information
- Social and Behavioural Difficulties
- Professional conversations with previous teacher/s
- Relevant checklists taken from 'Identifying Children with Special Needs:
 - Autism Spectrum Disorders (ASD)
 - Emotional or Behavioural Disorders and Emotional Disturbance
 - Intellectual Disability
 - Specific Learning Disability
 - Attention Deficit Disorder/Inattentive Type
 - The Attention Deficit/Hyperactivity Disorder

- 3 Teacher/s and Inclusive Education Coordinator, invite parents to meet and discuss concerns and share the above data. Meeting Notes are recorded and action to be taken discussed and recorded.**

- 4 Following steps 1-3 a meeting will be organised by the Inclusive Education Coordinator for the Education Consultant and Class Teacher/s to meet and discuss concerns and specific action to be taken. Class Teacher/s will need to provide examples of evidence.**

5 CEO Inclusive Education Consultant will take the package collected to the 'Moderation Assessment Panel' at CEO for consideration.

*Please Note: Parents may wish to privately pay for their child/ren's Assessment and this is their prerogative. If parents request the name of a 'Psychologist' or Speech Pathologist the Inclusive Education Team will supply a list of CEO approved Psychologists to the parents for their consideration.

WAITING LIST ASSESSMENT TIME FRAME GUIDE

Autism SA	6 months
Auditory Processing Flinders Medical Centre (not until the child is at least 7yrs- 8Yrs old)	6 months
Psychological Assessment through the CEO (not until the child is at least 6yrs old) <u>AND ONLY if the child is being assessed for Global Delay or Intellectual Disability</u>	6 months
Speech and Language Assessment through the CEO	6 months

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