



INCLUSION POLICY

Aim

To develop a common understanding of the fundamental principles of inclusive education and outline how these influence inclusive practices at PVS.

Rationale

Inclusive education ensures that schools are supportive and engaging 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.

PVS is an inclusive and open enrolment school that values the diverse range of learners within the school community. Teachers differentiate the curriculum to cater for a range of learning styles and abilities. PVS also recognises that some students with disabilities or enrichment needs require adjustments and/or modifications to the teaching and learning program. PVS documents these adjustments and modifications in Documented Plans.

Definition

The following definitions are given in the context of the Inclusion Policy.

Associates

Associates are parents, guardians, family members and or external representatives.

Direct discrimination

Direct discrimination occurs when someone is treated unfairly because of one of their characteristics when compared to another person who does not share those characteristics and the treatment is unreasonable.

Documented Plans

Documented plans are developed by staff to enable students with additional learning needs, disability, diagnosis, behavioural concerns or health condition to access and participate in the Curriculum. Documented Plans may take different forms and should only be developed in consultation with the leaders and relevant staff.

Inclusive education

Inclusive education occurs in a classroom when every student is learning and achieving in a safe, supportive and structured environment and when diversity is respected and upheld. All students are viewed as having the capacity to be confident, connected, actively involved, lifelong learners.

Student identity, language, ability and talent is recognised and affirmed and learning needs are addressed.

Indirect discrimination

Indirect discrimination occurs when a requirement, condition or practice that is the same for everyone has an unfair effect on someone with a particular characteristic and is unreasonable in the circumstances.

Disability (impairment)

Disability (impairment) Under the Federal legislation (DDA) 'disability' is defined to mean:

- total or partial loss of a person's bodily or mental functions; or
- total or partial loss of a part of a body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of a person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;

And includes a disability that:

- presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is imputed to a person.

Under the State Act, 'impairment' is defined in Section 4 to mean:

- any defect or disturbance in the normal structure or functioning of a person's body
- any defect or disturbance in the normal structure or functioning of a person's brain; or
- any illness or condition which impairs a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour, whether arising from a condition subsisting at birth or from an illness or injury and includes an impairment
- which presently exists or existed in the past but has now ceased to exist; or
- is imputed to the person.

Both are very wide definitions that will include people with learning, intellectual, physical and sensory disabilities, genetic conditions, mental and physical illnesses and also people with AIDS, HIV and ADHD.

Scope

This Policy applies and to and is binding upon all staff, students, parents and volunteers of the PVS. This Policy should be read in conjunction with the Differentiation Policy.

Supporting inclusive practices

Inclusive practice at the PVS celebrates the individual diversity of every student and promotes the active involvement of all students in classroom programs.

Withdrawal is not a preferred option; however, flexibility exists to meet the needs of individual students.

As particular individual student needs are identified the principal will seek appropriate resources to meet the needs of each child. The principal will consult with teachers to determine the individual student needs and appropriate adjustments.

If applicable, PVS will complete applications for support funding in a timely manner and obtain parent consent.

The Principal is required to ensure that an individual student, or an associate of the student, has timely information about the processes for determining whether a proposed adjustment would cause unjustifiable hardship to the School. PVS must ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the community as a whole.

PVS may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community.

Documented plans are an integral part of the process for catering for students with additional learning needs, disability, diagnosis, behavioural concerns or health condition. These are facilitated by teachers in conjunction with class teachers including the input of associates.

Individual education plans (IEP) **may** need to be developed and reviewed regularly by teachers for the following:

- Students with disabilities (as per the DDA 1992 definition)
- Students on a modified program for a legitimate reason (see SCSA)
- Students with a disability and additional learning needs
- Gifted and Talented students
- Students for whom English as an additional Language (EALD)

Individual education plans (IEP) **must** be developed and reviewed regularly by teachers for the following:

- Students who are in the care of the Department of Communities, Child Protection and Family Support.
- Students for whom we are applying for additional State Per Capita Funding.

Teachers must implement a consistent review process of all students with additional learning needs and those on documented plans.

The role of the teacher to support inclusive practices

In conjunction with leaders, the class teacher will put in place appropriate classroom resources after enrolment is confirmed or individual needs are determined.

The class teacher is responsible for program development and are expected to seek support when necessary. The class teacher will seek opportunities for discussion with all students to encourage and facilitate greater understanding, respect and acceptance. The class teacher will modify the

environment to cater for students with additional needs e.g. 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.

In conjunction with leaders, class teachers will make reasonable adjustments to school activities to enable every student to access all opportunities offered such as school camps, excursions, performances and specialist programs.

Every student will be provided with a curriculum based at their academic level. This will be in the form of the Western Australian Curriculum (SCSA) or Abilities Based Learning and Education Support curriculum (ABLESWA), based on assessments completed by the school and professional recommendations.

The class teacher is expected to develop and maintain communication between families of students they support. PVS believes in no surprises.

The role of Education Support Staff to support Inclusive Practices

Teaching Support Staff are responsible for implementing the program developed by the teacher and adjusting the delivery to best support the needs of the student.

The role of the Parent

Parents are required to provide all appropriate documentation and history, and are expected to engage in discussion and communication with appropriate staff. Parents are required to seek external service providers as needed.

Support from Service Providers

PVS will access support from local and state services where appropriate and will liaise with relevant providers 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 pediatricians to support all students' needs (this must only occur when PVS has parent consent).

Relevant Legislation:

- School Education Act 1999
- Equal Opportunity Act, WA 1994
- Occupational Health and Safety Act, 1997
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act, 1992
- Disability Standards for Education, 2005

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