



3.2.2 Inclusion Policy

The purpose of this Policy is to help optimise positive engagement.

South Coast Baptist College is a community focused upon providing educational programs and facilities of the highest quality. SCBC is committed to assisting students of all abilities to achieve their potential.

Disability Standards for Education 2005 states that 'students with a disability have the fundamental right to participate in education on the same basis as a student without a disability'.

The *Education Act 2004* states that 'education should aim to develop every child's potential and maximise educational achievements, improve the learning outcomes of students who are disadvantaged for a range of reasons and recognise the individual needs of children with disabilities'

Procedure Statement

South Coast Baptist College will:

- Work to provide equitable, high quality education for all students with a disability.
- Make reasonable adjustments for students with a disability and ensure they have support to successfully access and participate in the planned programs and activities.
- Provide appropriate educational programs for students with a disability, which may include but is not limited to adapting curriculum and teaching strategies, resources and the environment to address the learning needs of individual students
- Consider the best interests of students when integrating students with a disability in mainstream classes.
- The Learning Support Coordinator or relevant Deputy Heads of Primary/Secondary will arrange for case management conferences with parents/carers and other professional support agencies as required.
- Include parents/carers and other professional services in the development of a Documented Plan.
- Establish and maintain a supportive school environment for students with a disability and promote positive attitudes towards students with a disability within the school community.

- Ensure all staff are familiar with, understand and address their obligations under this policy and other relevant departmental policies and legislation.
- Ensure all staff engage in ongoing professional development in their support for students with a disability.

Definitions

Inclusion is a broad concept and for the purpose of this document it encompasses structures and practices made by the school community to make students and their parents feel welcome and to ensure students achieve meaningful academic, social and emotional outcomes. Student in this context is broader than simply students with a disability and encompasses all students for which participation may be an issue, arising from gender, behaviour, poverty, culture, refugee status, disability or any other reason.

Integration refers to students who may not have participated previously in mainstream classes and students from other educational colleges/schools. At South Coast Baptist College, the focus is upon preparing all students for the future and in enhancing relationship and communication skills. It is important for the integration process that students can access positive role models, learn to work with a range of staff and peers, increase independence, further develop confidence and improve self-esteem.

Integration fosters the development of tolerance, acceptance, empathy and understanding of students with a disability in both mainstream students and staff. By understanding the learning style, strengths and needs of someone with a disability, individuals can better cater for individual needs and assist that person to reach their full potential.

Documented Plans are support documents for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for students. A Documented Plan may have a number of different elements depending upon the student characteristics. Individual students or a small group of students will have only one Documented Plan at any one time. A variety of different plans are:

1. Individual or Group Education Plan (IEP, GEP or CAP).
2. Individual Behaviour Management Plan (IBMP).
3. Personal Learning Plan (PLP).
4. Individual Transition Plan (ITP).
5. Risk Management Plan (RMP).
6. Social Competency Plan (SCP).

For Primary School, we use **Curriculum Adjustment Plans (CAP)**, this identifies the student's current academic pathway, goals and priorities for learning. A curriculum adjustment plan (CAP) is designed by teachers in collaboration with parents/guardians, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program. Curriculum Adjustment Plans (CAP) are documents that are continually monitored and regularly evaluated.

Reasonable accommodations and adjustments are measures or actions that teachers and schools make that recognise the individual needs of students with a disability in order to develop student potential, maximise educational achievements and improve learning outcomes.

Procedural Information

South Coast Baptist College will make reasonable adjustments for students with a disability at the time of enrolment and during the course of their education. At the time of enrolment appropriate information will be obtained from parents/ carers and the previous school (if applicable) as well as any agencies, medical professionals or departmental personal. This information will be used by the Learning Support Coordinator or Deputy Heads of Primary/Secondary and team to provide the best support for a successful integration and inclusion.

South Coast Baptist College will ensure all staff are familiar with this policy and its expectations. Staff will be encouraged to update their professional learning through attendance at relevant professional development.

Examples of reasonable accommodations and adjustments at South Coast Baptist College include:

- Reasonable adjustment: South Coast Baptist College makes decisions about enrolment or participation on the basis that reasonable adjustments will be made where necessary.
- Learning environment – introduce structure, organisation and predictability into daily routines as established routines enhance feelings of independence and security. Give consideration to a student's sensory profile (e.g. responses to noise, distractions, light and smell) when setting up the physical environment.
- Visual supports – use visual supports to enhance communication, transfer information, support behaviour and develop independence. Examples include schedules, sequences, reminders, forewarning, choice boards, information technologies and visual instructions.
- Explicit Teaching – be as concrete and literal as possible when giving instructions or providing information. Avoid complex verbal instructions, idioms, metaphors and double meanings irrespective of the person's communicative abilities. Provide advanced warning of what the child will be doing and what is expected.
- Curriculum – use mind maps/concept maps to help students develop an understanding of the big picture. Differentiate activities to cater for individual learning needs, make use of technology to vary the 'product' (how the student demonstrates what they're learnt) and to take into account the 'learning profile' of students (how the student learns best).
- Behaviour – state classroom expectations in positive terms and deal with challenging behaviours by looking closely at the possible cause or function the behaviour serves and teaching more appropriate and effective alternative responses. Use peers and video modelling to teach communication and social interaction skills and use comic book conversations when using restorative practices to debrief incidents.
- Elimination of harassment and victimisation – Strategies and programmes will be implemented to support the rights of students with disabilities to be educated in an environment that is free from discrimination caused by harassment or victimisation of the basis of their disability.
- Reduce factors that cause stress - learn to recognise signs of stress and establish a classroom incident plan with students that details responses to situations such as emergency evacuation, lockdown, accident, medical or behavioural problem.

- Change management – prepare students for changes to regular routines through the use of social stories and visual supports (e.g. excursions, carnivals, special activities).
- General strategies – assist students to develop organisational skills by breaking down tasks into small, manageable chunks. Cater for the individual needs of students. Reinforce the concept of finishing tasks and accomplishment by providing support for dealing with perfectionist behaviour.
- Assessment – assess students using the goals identified in their Documented Plan. Include students in all school assessment such as; learning journeys, portfolios, three-way interviews as appropriate.
- Enrolment application – The South Coast Baptist College Enrolment Policy applies to all students. Re: flowchart – Enrolment Application Process.

| Enrolment Application Process | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STAGE 1 - Enrolment Application | |
| Initial parent/guardian enquiry. Send application for enrolment form. | |
| Interview parent and student, according to the school's enrolment policy criteria. | |
| Does the student have a disability? | |
| STAGE 2 - Information about Student's Educational Needs | |
| Written permission from parents allowing the school to investigate the student's educational needs. | |
| Parents and school collect information to determine the student's educational needs regarding: <ul style="list-style-type: none"> ▪ Physical access, equipment, building modifications ▪ Health issues ▪ Personal care needs ▪ Communication needs ▪ Curriculum needs ▪ Parents are required to provide documentation regarding any diagnosed conditions pre-enrolment. Parents to sign AISWA Permission Form for transferring per capita grant funding from previous Independent School or permission to provide information to AISWA if transferring from a Government School. | |
| Summary of information by school personnel. Consideration of how the school can meet the student's needs. | |
| STAGE 3 - Negotiating the Student's Curriculum | |
| Head of School meets with parents and other relevant professionals to discuss the educational programme the school can offer. | |
| STAGE 4 - Action Following the Decision | |
| ENROLMENTS PROCEEDS Letter to parents stating what the school can offer accepting the enrolment, signed by parents. Transition orientation programme proceeds if required. Enrolment is reviewed regularly to ensure school continues to meet the student's educational needs. | ENROLMENT DOES NOT PROCEED This may occur because: Parents choose not to continue with the enrolment if they believe an alternative setting is better able to meet their child's needs. OR The school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school. |

Documented Plan

A student-centred Documented Plan is developed, implemented and evaluated over a six to twelve month period and a copy remains on SEQTA and in the student's classroom file. The Documented Plan is a valuable resource in recording a student's learning outcomes and supporting the assessment of academic goals.

At South Coast Baptist College curriculum adjustment plans are developed in First and Second Semester; with reviews considered in Term 2 and 4. At the conclusion of a student's current school year the Documented Plan is an important part of student handover for the next year.

Educational Objectives for Documented Plans

- Documented Plan (i.e. CAPs/IEPs) are linked to the Curriculum Framework.
- Provides information relevant to the student's abilities and achievements.
- Identify existing strengths and skills.
- Establish long and short term goals.
- Determine an appropriate education program.
- Identify specific additional programs or activities that need to be introduced to achieve the objectives.
- Review the education program.
- Curriculum Adjustment Plans are a requirement for funding purposes for all students with disabilities.
- Documented Support Plans have learning goals are specific, measurable, achievable, realistic and time-bound.
- Adjustments objectives are reviewed to ensure that goals are achievable.

Documented Plan Writing Process

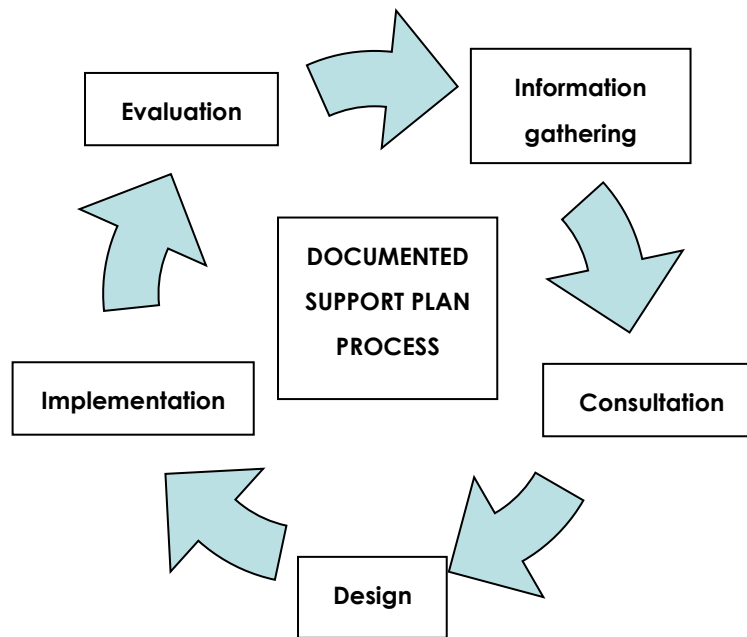
A support group is made up of the student's parents; teachers; professionals and the student (where appropriate).

The aims of the team are:

- To establish shared goals for the student's educational outcomes.
- To increase the participation of the student in the educational programmes and social life of the school.
- To provide on-going support and feedback in the implementation of programmes and review outcomes.

The process promotes a shared responsibility for decision making and programming, a consensus about educational goals for the student and a collective accountability for outcomes.

STAGES OF THE PROCESS



Policy Summary

The Inclusion Policy was constructed of the following resources:

- Disability Standards for Education 2005
- The Education Act 2004
- AISWA Disability and Enrolment Information

Date Reviewed: 26/06/2021

Next Review: Term 2, 2023