



INCLUSIVE EDUCATION POLICY

1.0 POLICY STATEMENT

St Mark's Anglican Community School is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all students.

A sense of building a strong and inclusive school community is where:

- every student feels a strong sense of belonging
- every student learns to interact respectfully with others
- every student learns to understand and appreciate diversity
- parents and carers in the community can take an active role in the life of the School

Inclusive education within St Mark's:

- fosters a learning community that questions disadvantage and challenges social justice
- maximises the education and social outcomes of all students
- through identification and reduction of barriers to learning, especially for those who are vulnerable to marginalisation and exclusion
- ensure every student understand and values diversity so that each has a knowledge and skills for positive participation in a just, equitable and democratic global society

2.0 BACKGROUND

2.1 FEDERAL AND STATE ACTS

There are two Federal Acts that are pertinent to disability and education:

- The Federal Disability Discrimination Act 1992
- Federal Disability Standards for Education 2005

And in Western Australia there is also the:

- Western Australia School Education Act 1999

All Acts operate simultaneously and St Mark's supports the objectives of these acts in order to:

- eliminate discrimination against people with disabilities
- promote community acceptance of the principal that people with disabilities have the same fundamental rights as all members of the community
- make reasonable adjustments to ensure as far as practicable that students with disabilities have the same rights to equality as the rest of the community

2.2 CATEGORIES

St Mark's recognises its responsibilities to make adjustments for students with disabilities to enable them to access the curriculum, achieve curriculum outcomes and participate in the life of the School. The disability categories must impact significantly on the student's functioning to the extent that frequent educational adjustments are required due to activity limitation and participation restrictions.

The categories are:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment
- Intellectual Impairment
- Physical Impairment
- Social-Emotional Disorder
- Speech-Language Impairment
- Vision Impairment

3.0 SCOPE

This policy applies to everyone who is:

- a) Employed by St Mark's Anglican Community School
- b) In a teaching, practicum or management position or role at the School

4.0 PROCEDURE

4.1 INCLUSIVITY

St Mark's delivers education policies and practices that are inclusive of all students through:

- learning and disability support
- supporting students with specialised health needs
- gifted education
- recognition and valuing diversity in culture, language, religion, gender and sexuality
- recognition of the needs of students who are carers
- student mental health well-being initiatives
- equity in education

4.2 RESPONSIBILITIES

Inclusive Education is a term used to describe St Mark's support of children and young adults with a disability. The term *inclusion* is used in the spirit and intention of the *Disability Standards for Education, 2005*.

St Mark's plans for every student to participate and learn and the School and teachers aim for all enrolled students with disabilities to be mapped and monitored within the same curriculum and learning programs as well as extracurricular activities as other students in the School.

There is a wide range of adjustments that are possible for students with a disability.

The School will:

- provide specialised equipment to help a student communicate with a speech/language impairment
- provide specialised equipment to help a student view work with a vision impairment
- modify a classroom to make it accessible for a student with a physical impairment
- provide modified furniture to suit the needs of the student with a disability
- provide additional specialist support to help a student with a disability in or out of the classroom
- provide additional specialist support to help a student with a disability to be involved in extracurricular activities, sport, camps and excursions

- make adjustments to school organisation – flexible timetable, organisation of classes, time for planning, school team structures
- make adjustments to curriculum organisation, delivery and assessment
- make modifications to buildings and around buildings for easier access e.g. ramps, railings, toilets, change rooms
- give extra time to complete an exam or assessment task

Assistant Principals – Academic and Pastoral

The function of this role is to ensure that the social and educational services of the School are available to students with impairments or disabilities. The Assistant Principals are accountable to and supported by the Heads of School – Primary, Middle and Senior and will work closely with the Learning Support Coordinators, Classroom Teachers, Heads of Learning Areas and Education Assistants.

Learning Enrichment Coordinators

- To keep up to date with current developments through membership of appropriate organisations
- To coordinate and support Education Assistants including timetabling, training and consulting
- To arrange and brief Relief Teachers or Staff replacements
- In consultation with the Heads of School and Professional Development Coordinator (Assistant Principals), develop appropriate professional development programs for Teaching and Education Support Staff
- To assist in the selection of Education Support Staff who work in the areas of inclusive education

Classroom/Subject Teachers

- Read and prepare for the student with a disability using the Individual Education Plan.
- When there is an Education Assistant in attendance, incorporate the student in with a group of students by helping them to blend in.
- Demonstrate, briefly explain, break down the task, reduce expected output and provide visual aids
- Engage the student in all communication and activities.
- Have knowledge and skills of any aids and resources required for effective student learning

4.3 INDIVIDUAL EDUCATION PLAN (IEP) - DISABILITIES

The preparation of an IEP is done in consultation with:

- The parents/carers
- Specialists' reports
- Previous school reports (or reports from previous year level)

An effective Individual Education Plan will include:

- A document setting out relevant background information
- A document setting out the type of disability/condition, the impact it has on the students, their behaviours, abilities and interests, and information on tasks they need assistance with or that they find challenging
- A document outlining the educational implications, how they manage writing tasks, their capacity with physical education, approaches to modifying curriculum, workload, work tasks and work environment, approaches to feedback and rewards
- Parents and the Coordinator will both sign off the IEP

The IEP will be updated regularly and in Term 4, plans for preparation for transition will commence.

5.0 REPORTING

St Mark's uses reporting practices that provide parent, teachers and students with meaningful information to improve learning outcomes. There will be ongoing reports of a student's progress. These can be accessed through the School portal. A more in depth report will be issued at the end of Semester 1 and Semester 2.