



# MAHOOGANY RISE Primary School

## INCLUSION POLICY

### **Rationale:**

All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve their personal potential. It is very much part of the whole school approach where all students are recognised and valued, where high expectations are the norm and where each student's resilience are developed within an engaging and supportive environment.

### **Purpose:**

The aims of the Inclusion Policy are;

- To ensure that the school accommodates the individual needs of every student, identify students with additional need and disabilities and ensure that their needs are met
- Establish inclusive practices across the school, ensure all students to reach their full potential and be included fully in their school community
- Seek and take into account the views of students, maintain effective communication between parents and the school to ensure parents are informed of student's additional needs and provisions
- Foster effective partnerships between the school, Allied Health school bases staff and other outside agencies

### **Identification:**

Identification of students with additional needs is achieved through a variety of means. These include:

- During Prep Transition, screening assessments are conducted in language
- During term one, staff conduct interviews with prep parents to introduce them to the school and identify specific needs they might have
- Allied health professionals communicate and are available for assessments when required
- All prep students are screened in Literacy and Numeracy during their first term in school
- All prep students are screened by Allied Health staff and the school nurse during their first term in school
- Information shared between staff and local kinder/childcare staff
- All new students have previous reports/information passed on to teachers
- A variety of assessments are carried out with any new student. The progress of these students is monitored closely within their first three weeks in school
- All students are screened in areas of Literacy and Numeracy throughout the year
- Informal identification by the class teacher when a student is failing to make the progress expected
- School records passed on by other schools when a student transfers

### **Assessment Procedures:**

The school has a comprehensive assessment schedule in place. Teachers and Allied Health staff use school information from Compass so that a full picture of the student's academic and wellbeing progress can be monitored. Teachers meeting regularly with curriculum leaders to discuss data and plan accordingly. In addition, the school nurse assesses all prep students identified as requiring assessment for vision, hearing and mobility issues. There is a detailed Speech Pathology screening process for all prep students.

#### **Stages of Intervention:**

The school is committed to the early identification of additional needs and adopts a systematic response to meeting additional needs/learning difficulties.

Tier 1 – When a class teacher in partnership with the students parent/carers, identifies a student with additional needs, the class teacher will collect evidence to support referral to relevant professional. The teacher refers the student to the wellbeing team, consisting of the school psychologist, Student Wellbeing Coordinator, Student Support Services and Assistant Principal.

Tier 2- The student case is discussed and reviewed at the fortnightly Wellbeing meeting. Other support services are engaged if required. Individual Education Plan / Behaviour Support Plan is put in place if required.

Tier 3- An application will be submitted to the Regional Coordinator Group (RCG) for consideration of funding through the Program for Students with a Disability. If a successful outcome is achieved, further support in the classroom and in the yard is provided. When an unsuccessful application occurs, the student remains on the Wellbeing Teams list, and supported accordingly. The school employs extra Co-Educators than the funding allows. This supports all students, whether they are officially in the PSD program or not.

#### **Evaluation:**

This policy was last updated and reviewed by School Council on February 10, 2021.