



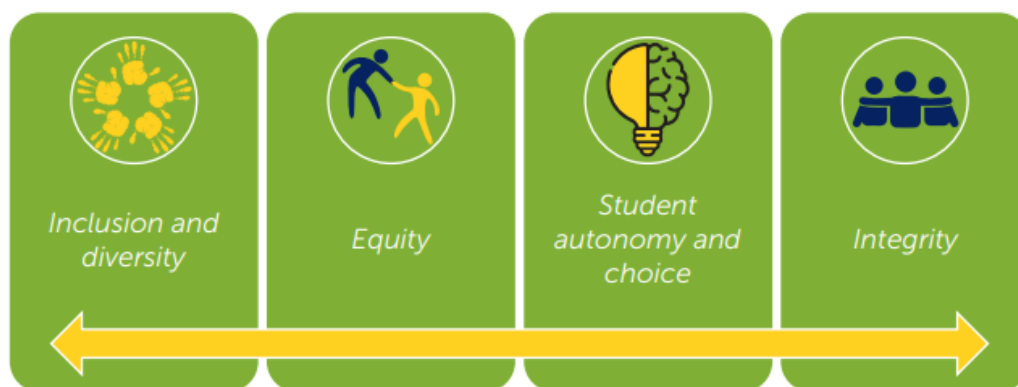
# INCLUSION FRAMEWORK

## Overview

There are many opportunities for students, on co-located sites, to interact with each other and for staff to collaborate and leverage the skill and expertise of colleagues. Education support staff are experienced in, and can offer support in planning, assessing and reporting on complex learners. This includes writing clear IEP goals, high levels of differentiation, supporting positive behaviour for learning, supporting social skills and communication, measuring incremental progress, Team Teach training or using visuals to support learning.

Mainstream learning environments provide opportunities for students with typical social skills to model daily routines and activities, friendship building skills and meaningful relationships, that neurodiverse students can be challenged by, in a school setting. Skills such as taking turns, joining in a conversation, learning how to respond to rule changes or not winning, and sharing our friends, are some of the opportunities for peer modelling.

Education Support students, who interact with their mainstream peers, are exposed to a wider variety of activities, more choice of students to interact with, have an increased opportunity to develop their social skills, and an opportunity to practise their transition skills. Neurotypical students also benefit from a reciprocal relationship, as they develop understanding, compassion, tolerance, and resilience contributing to sustainable cultural change.



We believe that all students have the right to:

- Learn in a physically and psychologically safe and supportive environment.
- Access to equitable and appropriate resources and learning spaces.
- An individualised learning program aligned to strengths and interests, that promotes independence, success, and positive relationships.
- Accessible and safe play spaces that promote personal discovery.
- A successful future through prioritising participation, emotional well-being, learning, choice, self-identity, and independence.
- Streamlined pedagogical practice between partners.

## Individual Education Planning

We believe that inclusion extends to the way in which student learning and development is planned for. Students who are still developing their pre-foundational skills are entitled to personalised planning that identifies clear learning goals that are pertinent to them, using an appropriate format. Collaboration with families and specialists (e.g. therapists), will ensure the identified goals are appropriate to the child's development, while progressing their educational achievement. The Department of Education's Reporting to Parents system does not currently cater for individual planning below ABLEWA, and therefore a modified IEP format and reporting template can be utilised for this tier of students.

## Individual Student Profile

Each student has an individual student profile that provides a snapshot of good to know and need to know information relating to supporting them at school. This includes health, communication, strengths/interests, family dynamics, sensory, dislikes/challenges, social and academic supports. It underpins a student's documented plans and is developed in consultation with the child and their family. Having an individual profile, expedites the process of getting to know a student, and minimises the need for families or the student, to retell their story.

## Integration Opportunities

Individual Education Support Centre (ESC) students in Years 3 – 6 may be given the opportunity to attend mainstream primary school classes, to provide an opportunity to interact with their peers. These students have clear, individual social outcomes attached to the Integration program and the opportunity for positive peer relationships. ESC staff identify, monitor, and evaluate the achievement of these specific outcomes.

ESC students participate in classes/activities that align to their interests and strengths, that may include:

- Art
- Music
- Physical Education
- STEM
- Special projects



Mainstream staff are presented with information on Integration and identified students in Term 1. Following this, teachers opt-in to Integration and collaborate with an ESC coordinator to negotiate appropriate times/classes. The ESC appoints an EA to go to all Integration classes. ESC staff modify and/or assess any activities for integrated students to meet the student's learning needs.

Integration is reviewed by both primary school and ESC staff, to determine success (against the individual outcomes of each participating ESC student) and plan for future opportunities.

## Campus Activities

All activities scheduled, from the classroom level to whole campus events are accessible for all students. These include special days and weeks in the calendar. Considerations should be given to:

- The timing of events (start and finish times, duration of assemblies, consultative scheduling).
- Accessibility (physically, visually, financially, and able to be modified).
- Participation (timing within the event e.g. limit wait time where possible).
- Communication to school staff and parents (ahead of time, providing preparation time).
- Where there is a shared P&C, events planning discussions include a representative from both schools.
- Consideration given to a regular, combined Administration meeting to discuss upcoming events, works and whole campus approaches e.g. PBS.

## Shared Spaces

Where schools are co-located, there is an agreement to:

- Discuss specialist teaching areas (indoor and outdoor) to provide equitable and regular access to learning spaces, that meet the needs of all students e.g. Art room, Music room, oval, library.
- Students have equitable access to playgrounds, that meet the needs of all students.
- Ensure accessible parking for parents.
- Accessibility of services are considered e.g. canteen ordering, out of school care provision.
- An inclusive staff ethos.

## School Committees

P&C associations actively boost the school's position to provide resources for students, through fundraising, canteen and uniform operations and special events. School Boards play an important role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students. Where co-located schools share a Schools Board and/or P&C, there will be:

- Equitable representation is provided to both schools.
- Equitable support is provided to both schools.
- Staff and parent representation is available to each school.
- The opportunity to seek and provide feedback on school-wide activities.

## Visibility

Staff and students have the right to feel connected and valued. Considerations are given to reflecting diversity in:

- School signage
- Student uniforms
- Publications
- Representation e.g. greeting special guests

We believe schools have a responsibility to effect a longer term cultural change within society, where diversity is valued and embraced.

