

Inclusive Education Policy

This procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

Document control

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Revision Record

Date	Version	Revision description

1. Title

Paringa Park Primary School Inclusive Education Policy

2. Purpose

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students.

3. Scope

This document governs the teaching and learning, and inclusion, of all students, Reception to Year 7.

4. Objectives

Paringa Park Primary School is committed to the development of a high quality curriculum for all students that promotes excellence, equity and entitlement to an inclusive education.

We recognise difference and value diversity within our community. We strive to provide a supportive learning environment that encourages a sense of identity, belonging, wellbeing and success.

Paringa Park Primary School is dedicated to working in partnership with families, the wider community and service providers to achieve the best learning opportunities and outcomes for our students.

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students. It is about responding positively to each individual's unique needs. This includes working with students with diverse needs and from diverse contexts:

- Students with a learning difficulty/disability
- Gifted and Talented Students
- English as an Additional Language or Dialect (EALD)
- Aboriginal and Torres Strait Islanders
- Students from lower socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs.
- Gender equity

As a school community we:

- Value diversity as a positive resource in terms of what it means to develop an inclusive and inspiring learning community.
- Recognise that differentiation of the curriculum is the best way to achieve learning goals for students.
- Acknowledge the importance of school, families and communities working together.
- Will comply with existing policy frameworks such as the Disability Discrimination Act, Disability Standards for Education 2005.

5. Procedure detail

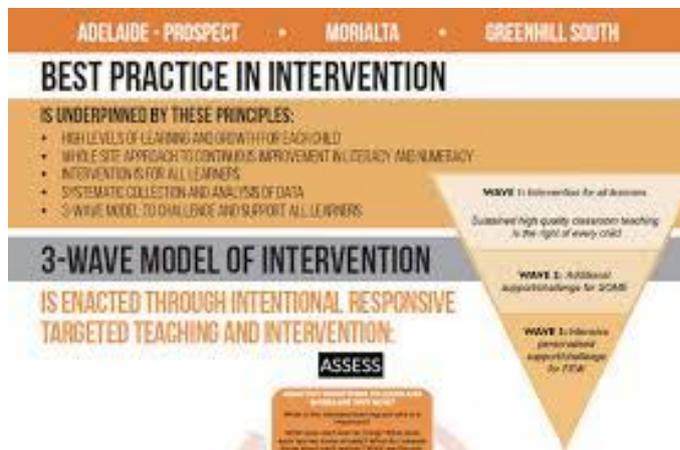
At Paringa Park Primary School we focus on the 4 Characteristics of Quality Intervention:

Timely – Early intervention to enable success and build resilience for every learner

Targeted – Evidence based, responsive to needs, differentiated according to needs

Purposeful – Outcome focused – specific goals set for individuals and groups of learners to improve their engagement and achievement in numeracy and literacy

Time-limited – Specified time-frame set to meet specific needs



Wave 1 - ALL LEARNERS: High quality teaching and learning

- Intentional, evidence based, responsive teaching that challenges and supports all learners.
- Teachers create safe conditions for rigorous learning, personalise and connect learning, and develop expert learners.

Wave 2 - TARGETED FOR INDIVIDUAL OR GROUP LEARNERS: Additional support and/or challenge – targeted intervention

- Targeted SSO support
- What’s the Buzz?
- Reading Support Teacher
- Professional Learning Teams
- One Child One Plan
- MiniLit
- MacqLit

Wave 3 - FOR INDIVIDUAL LEARNERS: Intensive specialised support

- Special Education Teacher
- One Child One Plan

	Wave 1: All Learners	
Monitoring	<p><u>Reception to Year 2</u> Running Records Big Ideas in Number - Trusting the Count and Place Value (End of Year 1) PAT - Early Years Language and Literacy levels for all EALD Students SWST - Year 1 and 2 Oxford Word list for reading and writing Letter name and sound recognition (Reception)</p>	<p><u>Year 3 to Year 7</u> NAPLAN Literacy (Reading, writing, and language conventions) Big Ideas in Number PAT - R, PAT - M, PAT Punctuation and Grammar, and AGAT Language and Literacy levels for all EALD Students SWST</p>

	Year 2 PAT - R, PAT - M and AGAT Jolly Phonics digraphs (Reception)	Survey of Wellbeing and Student Engagement (Years 4 - 7) Oxford Word list for reading and writing (Year 3)
	Wave 2: Individual or groups of Learners	
Diagnostic	<u>Reception to Year 2</u> PASM SWST Language and Literacy levels for all EALD Students Running Records Analysis of student work samples Speech and language assessment programs Big Ideas in Number	<u>Year 3 to Year 7</u> Language and Literacy levels for all EALD Students Running Records/Fountas and Pinnell SWST Big Ideas in Number
	Wave 3: Individual Learners	
Individual Monitoring	One Child One Plan Further testing may be required - i.e. Speech Pathology, Educational Psychological, External providers for vision and hearing testing and school supporting private programs such as OT programs for fine-motor skills and core strength. Using evidence based strategies and negotiated accommodations. Specialised teaching intensive instruction and support to be identified, recorded implemented and reviewed.	

Intervention Programs Wave 2

Minilit - is an intensive sequenced structured reading program for students in years 1 and 2 .

Macquilit- is an intensive sequenced structured reading program for students in years 3 and above .

The programs include phonemic awareness, phonics, fluency, vocabulary and text comprehension.

They are delivered in small groups of four students in three or four - 50 minute lessons per week.

These lessons will usually be during class literacy and guided reading times. The students will attend for a minimum of 10 weeks to a maximum of 20 weeks.

Students will be tested at the end of the 10 weeks to monitor their progress and reassess their learning needs.

The program consists of lessons that teach the students essential decoding skills. Each lesson has three main components: sounds and words activities, text reading and book reading. The intensive sounds and words activities component provides instruction in phonemic awareness, phonics and fluency in decoding and word recognition as well as practice in putting these skills together to read sentences, paragraphs and stories.

The programs focus on monitoring student progress using curriculum-based measurement to ensure optimal learning.

How students are identified and placed

Students are identified as being at risk through reading levels (not at benchmark) and PAT Reading or PAT Early Years Reading data at or below the 25 percentile.

Students are placed on the programs on the basis of their performance on:

- **Minilit** - Minilit Placement Test, reading levels, WARL(fluency test) and sight words (Oxford).
- **Macqulit** - Macqulit Decoding Placement Test, reading levels, WARP(fluency test) and sight words (Oxford).

6. Roles and responsibilities

Whole School Data Map

R-7 Whole School Data Map

Oxford Sight Words 1 - 100 only	TERM 1						TERM 2						TERM 3						TERM 4									
	NCCD	PASM	Oral Language Screening	Big Ideas in Number	Reading Levels April	NAPLAN	PAT-EY (M & R)	Language & Literacy Levels (EALD only)	Language & Literacy Levels (EALD only)	Jolly Phonics Screening	Reading Levels X	Reports Due	Wellbeing Survey	Reading Levels September	Department Phonics Screening	PAT (M and R)	PAT Punctuation & Grammar	PAT AGAT	PASM	SWST	PAT (M and R)	PAT AGAT	SWST	Bully Audit	PAT-EY (M & R)	PASM	Oxford Sight Words 1 - 100 only	Reading Levels X
	W3-T2	W6	W6	W6				W5	W5	W5	W7		W2						W8					W2-3	W2	W4	W5	W6
W2	W3-T2				W9	W3	W5	W5		W6	W7		W9	W3-6									W1-2	W2-3	W2-3	W4	W5	W6
W2	W3-T2			W9			W5	W5		W6	W7		W9										W1-2	W2-3	W4	W5	W6	
	W3-T2					W2	W5	W5		W6	W7				W7-9	W7-9	W7-9	W7-9	W9				W2-3	W2-3			W5	W6
	W3-T2						W5	W5		W6	W7	W2-3			W7-9	W7-9	W7-9	W7-9	W9				W2-3	W2-3			W5	W6
	W3-T2					W2	W5	W5		W6	W7	W2-3			W7-9	W7-9	W7-9	W7-9	W9				W2-3	W2-3			W5	W6
	W3-T2						W5	W5		W6	W7	W2-3			W7-9	W7-9	W7-9	W7-9	W9				W2-3	W2-3			W5	W6
	W3-T2					W2	W5	W5		W6	W7	W2-3			W7-9	W7-9	W7-9	W7-9	W9				W2-3	W2-3			W5	W6

Levels - PM Benchmark - entered into Sentral.
 Levels (Fountas and Pinnell) to be collected and entered onto Sentral.
 Department for Education data collection.
 For Year 1 & 2 children who did not meet benchmark at end of previous year only.

Roles and responsibilities

Party / parties	Roles and responsibilities
Teachers	<p>To provide students with an inclusive, rigorous, relevant and engaging learning programme, by:</p> <ul style="list-style-type: none"> ● Regularly assessing students to determine prior knowledge/skills to help identify where students are operating developmentally and monitor their development throughout their primary years. ● Planning and teaching personalised learning experiences that allow individual students to build upon existing capabilities, interests and understandings. ● Monitoring student learning through formative assessments. ● Assessing demonstrated learning outcomes of students to determine when to adjust, extend or reinforce learning. ● Extending and supporting learning through differentiation in which tasks are modified to suit the needs of the student. ● Providing students with opportunities to make choices based on their strengths, needs and interests. ● Incorporating flexible, inclusive teaching practices such as differentiation (tailoring learning) which includes: scaffolding, modelling, using explicit teaching strategies, visual aids, demonstrations and assistive technologies (laptop) and software. ● Developing students' self-esteem and positive well-being through relevant teaching and learning experiences. <p>To create a strong and friendly partnership with students, families and the wider community, by:</p> <ul style="list-style-type: none"> ● Communicating on a regular basis. ● Working together with families to ensure that students' needs and shared goals are met. ● Documenting and maintaining confidentiality for all discussions and actions. ● Respecting and supporting families. ● Supporting and guiding families to gain access to resources within the school community and other external support agencies. ● Nurturing a school community where members feel safe and free from discrimination, bias and harassment.
School Leadership	<p>To deliver a high quality curriculum and a successful learning environment, by:</p> <ul style="list-style-type: none"> ● Providing teachers and support staff with ongoing professional development training opportunities. ● Accessing resources and support agencies to help develop and design evidence based intervention programmes for students. ● Collaboratively and purposefully planning, monitoring and reporting students' needs and outcomes. ● Consulting with families and supporting services to create and implement an Individual Learning Plan where necessary.
Parent/Caregivers	<p>To support School Leadership and Teachers to create successful learning environments for their children, by:</p> <ul style="list-style-type: none"> ● Contributing to the writing and development of OCOP's when necessary. ● Sharing assessment reports/diagnostic test results from outside agencies

	<p>with Teachers/Learning Support Teacher.</p> <ul style="list-style-type: none"> ● Attending OCOP/Support meetings biannually.
Learning Support Teacher	<p>The Learning Support Teacher will cater for the diversity of our student body, by supporting:</p>
	<p>EALD Students by:</p> <ul style="list-style-type: none"> ● Identifying EALD students through EDSAS data. ● Assessing Language and Literacy levels. ● Planning and Implementing EALD and classroom teacher support programmes. ● Ongoing assessment - Whole School Waves of intervention and Language and Literacy levels.
	<p>Aboriginal Students and Torres Strait Islanders by:</p> <ul style="list-style-type: none"> ● Collaborating with parents/caregivers and relevant agencies and services. ● Writing and documenting OCOP's for Aboriginal students, with the families, class teachers, and others where necessary: i.e. speech pathologist. ● Monitoring the educational experiences of each student, their progress, issues, barriers, strengths and provide support where required. ● Providing equitable access to the curriculum. ● Connecting families with the ACEO. ● Prioritising access given to Literacy and Numeracy intervention programmes. ● Increasing participation and attendance rates for Aboriginal students. ● Protecting, enhancing, valuing, Aboriginal culture and identity. ● Accessing support programmes, i.e. APAS (Aboriginal Program Assistance Scheme).
	<p>Students with a Learning Difficulties by:</p> <ul style="list-style-type: none"> ● Identifying students through the PPS Schools Waves of Intervention. ● Making potential referrals to other agencies. ● Reviewing plans regularly. ● Differentiating programs.
	<p>Students with Learning Disabilities by:</p> <ul style="list-style-type: none"> ● Identifying students through independent specialist; i.e. speech pathologist, CDU, paediatrician. ● Writing OCOP's for students with special needs, in association with families, class teachers, specialists. ● Implementing accommodations/ adjustments. ● Supporting teachers/SSOs in classrooms. ● Reviewing plans regularly. ● Differentiating programs.

7. Monitoring, evaluation and review

This policy will be reviewed on a regular basis or as needed when any changes to the Department for Education policies relevant to this procedure are made. Changes will be ratified by governing council.

8. Definitions and abbreviations

Term	Meaning
OCOP	One Child One Plan
DfE	Department for Education
SWST	Single Word Spelling Test
EALD	English as an Additional Language or Dialect
SSO	School Services Officer
CDU	Child Development Unit
PAT - R/M	Progressive Achievement Tests - Reading/Mathematics
ACEO	Aboriginal Community Education Officer/s
EDSAS	Education Department School Administration System
APAS	Aboriginal Program Assistance Scheme.
WARL (Minilit)	Wheldall assessment of reading list
WARP (Macqulit)	Wheldall assessment of reading passages
PASM	Phonological Awareness Skill Map
AGAT	ACER General Aptitude Test

9. Associated documents

PPPS Responsible Behaviour Policy (2017)

Clear guidelines for student behaviour are underpinned by the use of a restorative justice approach. Classrooms use 'circle time' daily to support inclusivity and student participation. This proactive approach incorporates the opinions and feelings of all students in a supportive environment that values the ideas and opinions of each and every child. Circle time is used to safely navigate difficult topics of discussions, as well as build a positive classroom environment.

In the event of behaviour choices that are inconsistent with the values of the school, a restorative interview occurs, whenever it is practical, to restore the broken relationships between students, and/or staff, and/or the school. Further action, such as out of class time out, office time out, take home, or suspension may be required based on the severity and continuity of the challenging behaviour from the child in question.

PPPS Attendance Policy (2018)

DfE lists students whose absence averages one day per fortnight as being habitual non-attenders, and those with absences one day per week as chronic non-attenders. Paringa Park PS students with these attendance rates with explained absences (illness, exemption, family, etc) are in the low risk category, though their attendance rates are monitored by the school. Those students with unexplained absences at the rates described above will have their parents/caregivers contacted by the school (by the classroom teacher, student wellbeing leader, or school leadership) by phone or in a meeting to identify the attendance concerns. If poor attendance rates continue, a letter notifying parents of their obligation to send children to school will be sent through registered post. If the rate of unexplained absence continues then the school will refer these cases to the Attendance Officer for further action.

Any child that is absent for three consecutive days without reason will have contact made with their parents/caregivers by the class teacher, before being identified in the schools absence monitoring.

Annual Bullying Audit

An annual bullying audit is undertaken to assess the prevalence of bullying issues in the school. An online survey for years 3-7, and an interview with the R-2 students is undertaken in the first two

weeks of term 3 or 4 each year.

In 2018, the school will implement the PEACE Pack on a individual class teacher basis. 11 classes across the school, 280 students, have undertaken the program, and the school will receive a report about student responses to the pre and post testing to highlight bullying issues within those class cohorts.

The analysis of this data determines the outcome taken for the offending child and their target(s), including adding these bullying concerns to the child's one plan, referring these students to the What's the Buzz social skills program, giving them one to one intervention with the student wellbeing leader or other targeted intervention. Parents/caregivers of students identified as displaying bullying behaviours and having had those behaviours verified by the school are invited to a meeting with the school to notify parents/caregivers of the concerns and to develop a plan for improvement.

Student Wellbeing and Engagement Survey

The Student Wellbeing and Engagement Survey is a data collection tool, run by DfE and administered in term 3 each year. All students in years 4-7 are given the opportunity to be part of the survey. Data is sent back to the school in term 4 and is benchmarked against the rest of the state. Analysis of this data by the student wellbeing leader and the leadership team allows the school to address major trends in the school's wellbeing data by year level, and by gender. Planning with teachers of identified cohorts of students allows site wide delivery of targeted learning to address any issues identified in the school's data.

10. References

[Disability Standards for Education 2005](#)

[DECD Attendance Strategy 2016](#)

11. Appendices