

Leda Schools

Inclusion and Integration Policy

2015

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Leda Schools comprises Leda Primary School and Leda Education Support Centre (ESC).

At Leda Schools we believe that all students should have opportunities and choices that enable them to participate in the full range of programs and services available within the school and local community. We understand that to sustain inclusiveness, adjustments may need to be made to the learning environment, curriculum content, teaching materials, assessment procedures, learning activities, modes of delivery and teaching styles.

We define inclusive practices as the attitudes, approaches and strategies that we take to ensure that no learners are excluded or isolated from the education on offer. In other words, we all work to create a culture where ***all*** learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals.

**Rationale for inclusion and integration at Leda Schools:**

* To improve the learning outcomes of all students regardless of difference.

**Definition of inclusion and integration:**

**Inclusion:** Children with disabilities being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.

**Integration:** Children with disabilities being placed in mainstream education settings with some adaptations and resources, but on condition that can fit in with pre-existing structures, attitudes and an unaltered environment.

**At Leda Schools we:**

* Provide students with a genuine opportunity to succeed**;**
* Are deeply committed to the belief that all children can learn;
* Recognise that all students have their own learning styles;
* Focus on student’s needs rather than disabilities;
* Value the contribution of all students.

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| **Context** | **How do we work towards inclusiveness at Leda Schools** |
| **Classroom**   * Excursions/incursions * Community Access * Promoting acceptance of diversity * All classrooms | * Provide learning programs and activities that are targeted to students’ learning styles, interests and needs. * Teachers create an environment which fosters positive attitudes towards and understanding of disabilities. * Teachers empower children with disabilities in classrooms. * Teachers broaden children’s perspectives and encourage an appreciation of diversity and difference; * Teachers talk about issues of inclusion, fairness, acceptance, understanding and difference as they arise in children’s everyday experiences to help instil inclusive practices. * Teacher will build the expectation that students will contribute and provide support, where it is needed, to students with differing abilities. |
| **Year Group**   * Excursions/incursions * Assembly items * Specialist classes * Playground | * Adopt a team teaching approach to meeting the diverse needs of learners. * Strong professional partnerships between teachers of like-year groups. * Planning time for annual events made available by administrators and teachers (i.e. shared DOTT time, time during staff meetings) for teachers of all students attending. * During integration activities, teachers of the student will provide adequate resources and staff support. Support strategies to be negotiated between teachers. * Student needs and learning outcomes of both parties will be considered when selecting and planning inclusive activities. * All school staff has a shared responsibility to support and manage all students. * Honour certificates reflect the contribution of all students. |
| **Whole School**   * Sports Carnival * Assembly * P&C * Kids Matter * Student Councillors * Choir * Year Six Camp * Graduation * Staff Professional Learning * Swimming Lessons * Combined Staff Development Days | * Strong professional partnerships between all stakeholders in the school community. * All representatives on the P&C and School Board are committed to school’s vision for inclusiveness. * Access, parking and toilet facilities are considered during whole school events. * Awards reflect the contribution of all students. * Funds are allocated to support the provision of learning programs and resources that are targeted to students learning needs. * Modify and redefine roles and responsibilities of staff as required. |

**The Process of Integration**

1. Identification of the students educational and socialisation needs.
2. Class size and compilation a determining factor for assessing integration opportunities.
3. Identification of appropriate times and sessions to be determined by both parties and timetables to be provided.
4. Student profiles to be provided to all staff in the integration process.
5. Health needs documented according to student needs.
6. The integration of students is to be monitored and evaluated by both parties.

**Staff**

Leda Schools recognise that to achieve inclusive practises and improve student learning we must provide opportunities for staff to connect, share expertise and build capacity.

This will be achieved through:

1. One hour collaborative staff meetings in Term 1 and Term 3 focussed on Integration.
2. Shared Professional Learning opportunities for Education Assistants across both schools to promote inclusive practises.
3. The Learning Support Co-ordinator will continue to work across both schools identifying staff and student needs.
4. Lead Teacher – Autism from the Education Support Centre to work collaboratively across both schools providing strategies, support and resources as required.
5. Support staff from Education Support Centre to be fully conversant with integration outcomes and the strategies detailed in all planning documents (IEP, BMP, RMP) prior to attending integration with students.