



## POLICY DOCUMENT

Ratified by Staff: August 2021

Ratified by Governing Council: November 2021

Review Date: November 2023

## INCLUSION POLICY

### OVERVIEW

Trinity Gardens School is committed to providing a safe, inclusive and supportive environment where all members of our school community are welcomed, accepted and treated equitably and with respect. This is regardless of their cultural or family backgrounds, beliefs, intellectual ability, gender identity, physical and mental health, disability or sexual orientation, so that all students can participate, achieve and thrive at school. Through differentiation of the curriculum, we cater for a wide range of diverse learners, readiness and ability levels, therefore providing an educational program which is aimed at challenging and extending every student's intellectual, social and academic potential.

### AIM

Our aim is to provide all students with a quality education where they can achieve growth in learning and where teaching strategies and adjustments are tailored to meet their individual needs and learner profile. Our rigorous and multiple curriculums maximise engagement through multiple entry points for learning, whilst also ensuring that students have access to intervention and specialised support to increase their learning and wellbeing outcomes.

### SCOPE

This policy applies to all students, parents/caregivers and staff at Trinity Gardens School and is governed by the [Education and Children's Services Act 2019](#) and regulations under the Act. A list of related Acts and policies is detailed at the end of this document.

### RESPONSIBILITIES

#### *Responsibilities of school Leadership:*

- Support staff to analyse learning and wellbeing data to inform relevant teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of knowledge and skills of staff through the access to and provision of training and development.
- Budget and plan for the provision of specialised and targeted resources (e.g. staffing, Assistive Technologies, facilities, Intervention Programs).
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning of personalised learning, assessment and reporting through the management of learning plans (IESP Personalised Learning Plans/One Plan meetings and documentation).
- Work in partnership with families, support services and external service providers to maximise engagement, social and emotional learning outcomes and behavioural outcomes.
- Support and guide families to gain access to resources within the school community and other external support agencies.
- Nurture a school community where members feel safe and free from discrimination, bias and harassment by creating an environment that embraces diversity.
- Ensure that transition processes are respectful and responsive to individual needs.



## **Responsibilities of staff:**

- Provide for personalised learning and targeted support in classroom learning programs.
- Recognise that each student has their own aspirations, learning needs, strengths and interests.
- Set realistic expectations for achievement and ensure growth in learning for every student.
- Read documents and reports provided by parents and carers about their child's learning needs.
- Accommodate and cater for the needs of all learners in their care.
- Develop personalised learning plans that clearly outline reasonable adjustments through differentiated curriculum, learning and assessment.
- Integrate Assistive Technologies where required.
- Analyse formative and summative assessment data, observations, anecdotal evidence and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training
- Provide a learning environment that is safe, supportive and flexible and take action when students are experiencing exclusion or loneliness.
- Work in partnership with students, families, staff and external service providers to maximise learning and social inclusion outcomes.
- Report all concerns to their Line Manager and seek support from relevant line manager when needed.

## **Responsibilities of parents and carers:**

- Communicate openly with the school and provide all relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs.
- Raise any issues or concerns regarding their child's inclusion and engage next in the learning program with their child's teacher in the first instance or school Leadership if appropriate.
- Be active participants in planning, development, and implementation of their children's personalised learning plan, including One Plan meetings for eligible students.
- Be aware of school policies, programs, rules, and routines and respect other people's rights to confidentiality.

## **RELATED ACTS, POLICIES AND GUIDELINES**

### **ACTS:**

[Education and Children's Services Act 2019](#), [Disability Discrimination Act 1992](#), [Disability Standards for Education 2005](#), [United Nations Convention on the Rights of the Child 1990](#), [Equal Opportunity Act 1984](#), [Education and Early Childhood Services \(Registration and Standards\) Act 2011](#) , [Equal Opportunity Act 1984 \(SA\)](#), [Sex Discrimination Act 1984 \(Cth\)](#), [Children and Young Peoples \(Safety\) Act 2017 \(SA\)](#), [Children and Young People \(Safety\) Regulations 2017 \(SA\)](#), [Sex Discrimination Amendment \(Sexual Orientation\), Gender Identity And Intersex Status\) Act 2013](#), [Racial Discrimination Act 1975](#)

### **SCHOOL BASED POLICIES**

Behaviour Education Policy, Attendance Policy

### **DEPARTMENT FOR EDUCATION POLICIES AND GUIDELINES:**

[Protective practices for staff in their interactions with children and young people](#) and [Child protection in schools, early childhood education and care policy](#), [Supporting gender diverse, intersex and sexually diverse children and young people policy 2019](#), [Principles of Inclusion for Children and Students with Disability in Education and Care](#), [Non-DECD service providers in preschools, schools and educational programs procedure \(2016\)](#), [Non-DECD service providers at preschools, schools and educational programs fact sheet \(2016\)](#)



## DEFINITIONS AND ELABORATIONS:

### *Diverse Learners*

Our diverse learners include:

- Students with a diagnosed disability (priority students)
- Students in Care (priority students)
- Aboriginal and Torres Strait Islander Students (priority students)
- Gifted and highly able students (priority students)
- Students with a function need or barriers to learning
- Students with a learning difficulty
- Students with English as an Additional Language or Dialect (EALD)
- Students from lower socio-economic settings
- Students who have a history of Adverse Childhood Experience(s) (ACE's).
- Students with diverse personal, cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs
- Students whose gender identity does not necessarily relate to the sex a person is assigned at birth.
- Students who identify as LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual)
- Students living with a mental health condition

## DIFFERENTIATION OF THE CURRICULUM:

Differentiation is a targeted process that involves collaborative planning and reflection as well as teaching in response to relevant differences among individuals while maintaining high expectations for all. It involves assessment strategies that are fair and flexible, that provide an appropriate level of challenge and engage students in meaningful ways, through personalised learning and utilising a strengths based approach.

Differentiation at Trinity Gardens School is approached through the Waves of Intervention model.

Wave 1: Students can be differentiated for within the classroom where they are able to maintain their relationships with their peers through high Quality Differentiated Teaching Practice.

Wave 2: Students demonstrate a requirement for additional support to work at age-related expectations or above e.g. involvement in an intervention program

Wave 3: Students require a documented personalised learning plan that targets multiple interventions and goals which address their identified needs.

### *One Plans*

Learning plans are personalised plans that contain information to support student's inclusion and achievement in school. Learning plans are co-developed for priority students. These priority students are: Aboriginal and Torres Strait Islander students (ATSI), Students in Care (Sic), Gifted Students and students with diagnosed disabilities. Leaders, Classroom teachers, Specialist teachers and School Support Officers work closely with parents and service providers to ensure an appropriate curriculum is available through personalised goals and adjustments. These adjustments may be to the curriculum, the environment, or the teaching instruction. One Plan's are monitored on an on-going basis and are formally reviewed twice a year. Information about learning and wellbeing needs is provided to teaching staff via meetings, staff digital network, handover data, individual student meetings (if required) and in writing.

### *Support Services*

DfE provides a range of professional support services which the school accesses for diagnostic process and professional advice. These include Speech Pathology, Occupational Therapy, Behaviour Support Coach, Psychology, Special Educators, Hearing and Vision. This involves a referral, observation and consultation about how best to support the students and is managed by the Inclusion Team. This process is in close collaboration with Support services, teachers and families.



## **External Service Providers**

We recognise that some students who have a disability, learning difficulty or other additional needs, require support from external service providers. On occasions where this support cannot be accessed outside of school hours, parents and caregivers may request that the Deputy Principal allow the non-Department service provider to work with their child while they are at school. The Deputy Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request. The decision will be made in accordance with the DFE service providers in preschools, schools and educational programs procedure (2016), on a case-by-case basis for each student and in negotiation with parents. More information is available in the DFE service providers at preschools, schools and educational programs fact sheet (2016).

*\*Please note that the St Morris Unit has an additional therapy policy that outlines how NDIS service providers support students enrolled in this Specialised Option.*

## **EALD Learners**

EALD is a Literacy support program for non-English speaking students who were either born overseas, have parents born overseas or identify with another cultural background through extended family. Refer to the Languages policy for more information.