

WELLINGTON SECONDARY COLLEGE



Inclusion Policy

**Produced in consultation
with the school community**

To be read in conjunction with

Student Engagement and Wellbeing Policy

**September 2016
(Incorporating Child Safe Ministerial Order 870)**

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Vision Statement

All students have the right to learn. The foundation of the Wellington Secondary College Inclusion Policy is to provide every student with a safe and inclusive educational, cultural and social environment that enables them to achieve their potential.

“Inclusive education is part of a human rights approach to social relations and conditions. The intentions and values involved are an integral part of a vision of the whole society of which education is a part. Therefore the role education plays in the development of an inclusive society is a very serious issue. It is thus important to be clear in our understanding that inclusive education is not about ‘special’ teachers meeting the needs of ‘special’ children ... it is about how, where and why, and with what consequences, we educate all pupils.”

(Children with Disability Australia, Barton. 1997, p.234)

Our Purpose:

- To create a safe and inclusive environment that values and celebrates diversity
- To foster a community that recognises the rights of individuals
- To build capacity within our multicultural community to respect ability, religion, ethnicity, indigenous status, sexual choices and gender identity.
- To understand that we are learners on the continuum of life
- To provide culturally and socially mindful communication and interaction with all College stakeholders
- To honour the principles of equity and dignity for all

Our Expectations:

- We are mindful that the language we use in regard to our colleagues, students and other members of the College community reflects our obligations in regard to respect and inclusiveness.
- That we consider the rights and responsibilities of all stakeholders in the development of our policies, processes and college curriculum
- That we value the contributions of all members of the College community in creating a 21st Century Teaching and Learning environment that enables all individuals to succeed
- That we do not exclude or label individuals on the basis of difference

Legal Responsibilities

The right to an inclusive education is articulated in both the *Convention on the Rights of the Child* (CRC) and the *Convention on the Rights of Persons with a Disability* (CRPD). Consistent with ratifying these conventions, the Australian Government expresses its commitment to inclusive education in an array of documents and policies, including the *National Disability Strategy*, the *Australian Curriculum*, and the *Australian Professional Standards for Teachers*, the *National Quality Framework* and the *Early Years Learning Framework for Australia*.

Each of these documents recognises the importance of responding to student diversity and ensuring the participation of all students as learners. However, while children who experience disability continue to be denied equal access to inclusive education from early childhood through to adulthood, the requirements of these conventions are not being upheld.

Following Australia's ratification of the CRPD in 2008, the Council of Australian Governments agreed on the *National Disability Strategy* (NDS) in 2011. The NDS provided the local context for action following the ratification of the CRPD. It contains six areas of policy action, including one covering education (Learning and Skills). This was preceded by Australia's national *Disability Discrimination Act 1992* (DDA).

The [Disability Standards for Education 2005](#) (DSE) outline legal obligations for education under Australia's national *Disability Discrimination Act 1992* (DDA). These legal obligations include ensuring the right of every child who experiences disability to education on the same basis as any child not labelled disabled.

Nationally Consistent Collection of Data (NCCD)

Under the Australian Education Act all schools are required to participate in the annual Nationally Consistent Collection of data. Through this collection, data is collected about the number of school students with disability and the level of reasonable adjustments they are provided with.

This national data collection collects information about students with disability in a consistent, reliable and systematic way. The national data collection draws on and reflects the ongoing work teachers and education staff do to support students with disability.

The data collection will be finalised during third term and that data is required to be submitted to the Australian Government via the Schools Service Portal (SSP) by a nominated date (usually in September).

The national data collection is a collaborative process involving teachers, principals and other school staff. However, the principal is ultimately responsible for signing off on the national data collection for the school.

Program for Students with Disabilities

The Program for Students with Disabilities (PSD) is a targeted supplementary funding program for Victorian government schools. It provides resources to schools to support the provision of school-based educational programs for a defined population of students with disabilities, with moderate to high needs. Under the program, resources are provided directly to Wellington Secondary College to support the provision of school-based educational programs for eligible students.

The Program for Students with Disabilities provides targeted supplementary resources to assist schools to meet their obligations under the Disability Discrimination Act 1992. These resources will not define or limit the support provided by WSC. Our requirement to make 'reasonable adjustments' is not dependent or conditional on the availability of resources under the Program for Students with Disabilities.

Applications for the PSD funding rounds are the responsibility of the Director of Inclusion. If you believe that a student may be eligible for such funding please contact the Director of Inclusion in person or in writing via the [Inclusion Referral Form](#).

Inclusion Support staff

Inclusion Support Officers (ISO) at WSC are based in the Inclusion area. They are scheduled to attend classes on the basis of need as per the Inclusion Support Timetable. This is developed by the Director of Inclusion in consultation with staff and students. All PSD funded students and some and non-funded students are supported within this program.

ISO Role and Expectations:

- The ISO is not a replacement for the classroom teacher.
- The ISO is primarily there to work with funded students **but** should give assistance to all students in the classroom.
- The teacher can make recommendations as to who the ISO works with in the classroom environment; however they are ultimately there to ensure the inclusion of all students.
- ISOs should not be setting work for students. Differentiation is teaching staff's responsibility, however, ISOs can work with you to help modify activities in consultation with the Director of Inclusion.
- The classroom teacher is responsible for assessing and reporting on the student's learning goals.

In the classroom:

- Provide differentiated work.
- Collaborate with them.
- Consider the class layout so there is freedom of movement around the classroom for ISOs and yourself.
- Consider them another adult in the classroom. They are a valuable resource.
- Discuss the student's progress with ISOs as they often work with them in other settings and may have valuable insight into their abilities/progress.
- Do not speak to the ISO about a student where any students are able to hear the conversation.
- Do not leave an ISO in charge of a class.

Protocols

- ISOs work to an established timetable. They are expected to be in an allocated space at the appointed time. They are not to be dismissed or 'sent out to help elsewhere.'
- If an ISO is required for a duty outside of their scheduled class time activity then permission must be sought by the Director of Inclusion prior to the day that the ISO is required.
- ISOs will from time to time be required to attend school excursions. This must be requested at least one week prior to the day via the Director of Inclusion and the Director of Daily Organisation must also be informed.
- If an ISO is required outside of the usual class times then a replacement ISO will be arranged where possible via the Director of Daily Organisation.

Inclusive Teaching Practices - The Wellington Way

What we do makes a difference

We share our classrooms with young people who often present with a range of disabilities and differences that challenge us to ensure that our teaching practices are safe, inclusive and appropriate.

For any student the classroom can be a challenging place. For the student who has a disability or presents with difference, whether intellectual, physical or psychological, those challenges can be overwhelming.

When we find ourselves teaching a student who experiences barriers to education the first step is to build an understanding of that student so that we can best target our teaching practices. Links to specific learning difficulty resources can be found in **Appendix A** and **Appendix B** and should be consulted regularly to help you to support our students.

Many of these barriers to education will manifest themselves in behaviours which need to be monitored. The most common may be:

- Poor school attendance
- Poor organisational skills (using the same book for all subjects, a bag full of separate sheets etc.)
- Social isolation within the classroom
- Negative behaviours towards the teacher or other students
- Desire to leave the class because feeling unwell or the perception of being bullied
- Growing dependence on an ISO
- Refusal to complete or submit any tasks

All students need clear guidelines about acceptable and unacceptable behaviours. The more ownership and input they have over their learning the more likely they are to meet their learning goals. Setting up clear routines and consequences will help the student focus on what needs to be done as well as assist you to more perceptively grasp what is possible educationally for the student to achieve (see PLP and IFS).

The classroom teacher at the beginning of a unit of work or semester needs to sit down with the student and map out with them what is going to happen. It is important the classroom teacher does this however it may be done in conjunction with an ISO or the Director of Inclusion. The classroom teacher then sets out the parameters of the task(s) and explains what skills are required and what the student needs to do. This should be delivered in a variety of forms to ensure understanding.

Useful strategies

- Instructions need to be succinct and easy to understand
- If there is a large handout break it into sections and highlight the important areas
- Scaffold learning by providing sentence starters, planning templates, extra notes and so on
- Use captioning on video resources
- Allow students to photograph board notes or give access to your presentations
- Talk to the student about the assessment and what you are looking for
- Get the student to record tasks on their phone or laptop
- Try to email parents about learning tasks and work and deadlines so they can monitor the situation at home
- Set very clear boundaries for classroom behaviour and have graduated and appropriate consequences in place
- Help students with organisational skills
- Be mindful of seating/grouping arrangements

If you experience ongoing difficulties with a student, let the Inclusion and Wellbeing teams know. You can request a support meeting if you feel there are issues which need to be resolved in relation to the student's behaviour or learning.

When you have a student who is unfunded under PSD but requires significant differentiation of work, check the Inclusion resource area on Compass for any evidence of a barrier to education first. If there is no evidence please refer to the Director of Inclusion via the [Inclusion Referral Form](#). Always keep communication open with the student. If one strategy does not work try another.

For all young people who experience barriers to education a supportive and inclusive learning environment and positive relationships with their teachers and peers will enhance their opportunity for educational success.

Personal Learning Plans

All students for whom substantial adjustments must be made should have a set of Personal Learning Plans (PLP) which are created for the subject areas in which they need specific help.

Some of these students may not be assessed against the Victorian Curriculum. Others may simply require extra support to access the curriculum. In either case they will need to have personalised learning goals set for some subjects by the teacher of that subject.

These goals will be made available in the appropriate area in the reporting database and should be written by teachers who teach these identified students. Goals and strategies are set at the start of each semester and evaluated at the end of that semester. They are made available to parents as part of the reporting process. A list of all students who require PLPs can be found on compass and is updated every semester by the Director of Inclusion.

It is the responsibility of the classroom teacher for each subject to write these plans in conjunction with the student and any other relevant stakeholders. For further information or assistance on how to create a PLP please see the Director of Inclusion.

Individual Focus Statements

The Director of Inclusion and ISO staff work collaboratively with staff, students, parents/carers and other relevant stakeholders to develop an appropriate Individual Focus Statement (IFS) for each student identified.

These individual statements identify a student's needs and outline adjustments and procedures for implementing appropriate strategies to maximise student participation at school and the provision of support services.

A student's Personalised Learning Plan will influence how an IFS is written but the focus will be on short and long term planning as well as social and interpersonal

development rather than subject specific goal. This is written at the beginning of the year and may be reviewed where necessary during the school year.

Supported Programs

WSC are committed in creating a range of programs that support equity and access for all students across the school. The supported programs provide support to core subjects and/or alternative to core subjects. These programs include but are not limited to:

- Empowering Literacy
- Numeracy and Applications
- Foundation Mathematics
- Effective English
- Science Applications

Special Provision

When a student finds themselves in a situation where circumstance require specific adjustments on a regular basis such as extra time in an exam or large print fonts, they may apply for Special Provision. Evidence of these adjustments must be collected during the junior years so that they may support an application for special consideration during the senior years. If successful, examination and assessment processes can be altered to meet the needs of the student.

- Head of Senior School (HSS) liaises with Student Wellbeing Coordinators and the Director of Inclusion to find out if there are any students who would be eligible for Special Consideration.
- HSS meets with student and family to go through the documentation.
- When the family returns documentation with medical advice section completed, HSS completes all school sections.
- Document is sent to VCAA
- VCAA email HSS to notify if application has been approved and what considerations are being given to the student.
- HSS/VASS Coordinators keep track of applications and status.
- HSS liaises with the Chief Supervisor to tell them that what Special Provisions are approved for exams.
- HSS and YLC discuss how to amend VCAA approval to accommodate class situations.
- HSS meets with or informs teachers of students of what is allowed in SACs.
- Summary of Special Provisions kept on file in Senior School Office.

Inclusion for Indigenous Students

Indigenous Acknowledgement

WSC acknowledges and pays respect to Elders and all Victorian Aboriginal communities. In the spirit of reconciliation we honour and respect the custodians past and present and we are grateful for the opportunity to join with them in continuing to nurture this land.

Acknowledgment and respect of Aboriginal and Torres Strait Islander culture, values and practice is at the heart of successful engagement with indigenous students. We do this by supporting lifelong learning, through strengthening families and helping young people to gain the skills and knowledge they need to thrive and participate in a complex and challenging society.

We will aim to acknowledge the traditional owners of this land at all public events and can use the following statement as an introduction to proceedings:

"Our meeting/conference/workshop is being held on the traditional lands of the Boon Wurrung people and I wish to acknowledge them as Traditional Owners.

I would also like to pay my respects to their Elders, past and present, and the Elders from other communities who may be here today."

Indigenous Individual Learning Plans

Victoria's Wannik Education Strategy for Koorie Students seeks to embed within the system comprehensive reforms fostering a new culture of high expectations for Koorie students thus delivering the best possible education to meet these expectations and close the gap. These reforms include an increased emphasis on accountability at the school, regional and system levels, strong leadership and better engagement so that partnerships can be developed with Koorie families and community. This will create an education system that respects, recognises and celebrates cultural identity.

Indigenous ILPs are similar to other ILPs however the focus is on their literacy and numeracy achievement and accessibility to the learning environment. These ILPs are created in semester 1 and evaluated in semester 2.

The plans will identify each student's learning needs, so clear and precise strategies can be implemented to help indigenous students achieve their goals. The ILPs will be created from the PLPs that are collected from individual subjects. These plans are shared with the families of Indigenous students so that families can be part of their children's learning improvements.

Significant Dates to Remember

This section provides information about important Aboriginal historical and current events. There are a number of significant dates and cultural and community events in the Aboriginal calendar. These dates and events may be marked by communities in various ways.

| | |
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| 13 February | National Apology to the Stolen Generations |
| 24 March | National Close the Gap Day |
| 26 May | National Sorry Day |
| 27 May–3 June | Reconciliation Week |
| 3 June | Mabo Day |
| July — Starts first Sunday in July each year | NAIDOC (National Aboriginal and Islander Day Observance Committee) Week — the general usage term for National Aboriginal Week |
| 4 August | National Aboriginal and Torres Strait Islander Children’s Day |
| 9 August | United Nation’s International Day of the World’s Indigenous People |

Supporting Gender Equity and Diversity at WSC

Schools should be places in which students feel safe, are safe, and where they are respected and valued. Equity and freedom from discrimination are fundamental human rights that belong to all people, regardless of sexual orientation or gender identity.

[The Sex Discrimination Amendment](#) (Sexual Orientation, Gender Identity and Intersex Status) Act of 2013 states that it is illegal to discriminate against someone on the basis of sexual orientation, gender identity, intersex status, marital or relationship status.

Same-sex attracted young people are entitled to the same safe school environment as all other groups within the school. Discrimination on the basis of gender or sexual orientation has a negative impact throughout the school community, including teachers, parents and other family members.

How we support Gender Equity:

- WSC creates a community environment where students can feel safe from sexual harassment, gender bias or judgement on the basis of a person's Sexual Orientation or Gender Identity.
- WSC acknowledges our active role in the construction of gender, and our responsibility to ensure that all organisational and management practices reflect commitment to gender equity.
- We strive to create an environment in which the concept of gender equity is articulated and included in all policies, curriculum and school procedures.
- WSC promotes gender equity and identity as central to excellence in education.
- The word 'gay' and equivalents, when used as a term of derision and harassment, should be understood by the total school community as offensive, hurtful and unacceptable.
- All staff should model exemplary behaviour by fostering a culture of openness and a celebration of diversity, and a mutual understanding of expected behaviours in the total school community
- We immediately address issues caused by peer pressure, social stigmatisation or bullying
- WSC staff apply existing Department of Education and Early Childhood Development policies and support materials on bullying, discrimination and inclusive sexuality education
- We recognise same-sex attracted young people as an everyday part of the school's social mix
- We respect students who choose to remain unidentified, by making information and contacts related to support services readily available.
- Same-sex attracted young people at WSC can and should have the same hopes, joys and security as all others.

Appendix A

Information about Conditions: *(To be replaced by links to the "Inclusion Learning" Document Series which is currently under construction)*

Autism is a developmental disorder that affects a student's ability to perceive and connect with the world around them. It is characterised by language delay, repetitive patterns of behaviour, learning difficulties and a lack of empathy and interest in interacting with others. There can be heightened sensitivity to particular smells, tastes, colours and sounds. The classroom situation can be very difficult if it is noisy or if the student feels that there is not a clear routine or structure to what they have to do. A regular seating position and an escape route are necessary features. Although Autism does not equate with a reduced IQ it can be difficult for students to communicate what they know in regular ways. This should not be taken that the student is incapable of learning but rather the pathway to learning is more complex.

Short Term Auditory Processing can impact on a student's capacity to follow verbal instructions. When the teacher says 'Open the book to chapter 8 and work on questions 3 to 10 and then complete the revision exercise, all the student may have grasped is 'revision exercise' and then sit and wait for something to happen. Verbal instructions need to be short and sharp, backed up with a written instruction. Avoid making the judgement that they are being lazy or unresponsive; they simply have not followed what they have to do. Ensure that students write down homework tasks or record tasks on their phones. Cue them in with eye contact and gestures.

Language disorders have a similar impact on the student as auditory processing. Their capacity to take in verbal language is limited as may be their capacity to use verbal language. These students can often be regarded as unresponsive. Many may have had speech delay and spent years in therapy. It is difficult for them and again is not to be equated with low intellectual capacity.

Attention Deficit is best characterised by poor concentration and increased risk taking behaviours. While the condition is commonly treated with medication, it does require a holistic approach. Clear boundaries and consequences need to be set for behaviours. Students need clear direction in terms of recording tasks, organising their workbooks and managing class time effectively. Such conditions are not an excuse for poor or unacceptable behaviour they just provide a context for it.

Conduct Disorder is a behavioural and emotional disorder in adolescence. Teenagers can act inappropriately, infringe on the rights of others and violate the behavioural expectations of others. In other words they can misbehave in serious ways without much care for the consequences. Teenage sufferers can engage in a range of anti-social behaviours. Irritability, temper tantrums and low self-esteem are common personality traits. Social skills training, medications and psychotherapy can be used to help the teenager build better relationships with their peers. Bipolar disorder and Oppositional Defiant Disorder are more serious manifestations and require significant intervention.

Appendix B

Inclusion documents can be found on Compass under School Resources/Whole of school/Inclusion/Inclusion Documentation.

<https://wellingtonsc.vic.jdlf.com.au/Communicate/SchoolResources.aspx>

You will find many useful documents available there including:

- Inclusion Referral Form
- PSD Funded Students
- Current PLP Lists
- Current Individual Focus Statements
- NCCD documentation
- Transition Information

Glossary

Inclusion: The action or state of including or of being included within a group or structure

DDA: Disability Discrimination Act 1992

NCCD: Nationally Consistent Collection of Data

ISO: Inclusion Support Officer

PLP: Individual Learning Plan

IEF: Individual Focus Statement

Resources

<http://www.ddaeducstandards.info/>

<http://www.vaeai.org.au/uploads/ckpg/files/ProtocolsDocVAEAIONLINE25June15.pdf>

<https://www.dss.gov.au/about-the-department/publications-articles/corporate-publications/budget-and-additional-estimates-statements/indigenous-budget-fact-sheets/closing-the-gap-for-indigenous-australians-expansion-of-intensive-literacy-and-numeracy-programs-and-individual>

[https://www.aisnsw.edu.au/Services/SWDServices/Pages/Nationally-Consistent-Collection-of-Data-\(NCCD\).aspx](https://www.aisnsw.edu.au/Services/SWDServices/Pages/Nationally-Consistent-Collection-of-Data-(NCCD).aspx)

<https://www.education.gov.au/fact-sheets-and-resources-national-data-collection>

<https://docs.education.gov.au/node/16354>

<http://www.education.vic.gov.au/about/programs/needs/Pages/disabilityprogram.aspx>

<http://www.curriculum.edu.au/verve/resources/genderframwk1-22.pdf>

<https://www.legislation.gov.au/Details/C2013A00098>

<http://www.education.vic.gov.au/Documents/school/principals/spag/curriculum/supportsexualdiversity.pdf>

<https://www.humanrights.gov.au/face-facts-lesbian-gay-bisexual-trans-and-intersex-people>

This Policy was endorsed/approved by the Wellington Secondary School Council on September 6, 2016 for review if legislative or other changes require in the interim or no later than December 2018.