INCLUSIVE LEARNING POLICY
ST. Augustine's Primary School

RATIONALE:

All children at St. Augustine's School have the right to an education that is appropriate to their individual needs. All children can learn and make progress and it is the school's responsibility to ensure that successful learning occurs for all students, including those with special educational needs. Students with disabilities (SWD) may require an individualised educational program and additional resources for successful learning to occur.

SCRIPTURAL CONTEXT:

As the Father has loved me, so I have loved you; abide in my love…Love one another as I have loved you.
John 15:9,12

POLICY STATEMENT:
At St. Augustine's, SWD will be identified and the educational, social and spiritual needs will be addressed. A Program Support Group for each SWD will be established. Teachers will plan appropriate programs for each student. Resources for students will be obtained and staff will utilize them in their learning programs.

DEFINITIONS:

Students with Disability

For the purposes of determining eligibility a student with a disability is defined as 'any student who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment, or more than one of those impairments, to a degree that satisfies the CECV criteria'.
(CECV 2016 SWD Application Guidelines p4)

Gifted and Talented:
Gifted and talented students vary in terms of the nature and level of their abilities; there is no single homogeneous group of gifted and talented students. Gifted and talented students:

- vary in abilities and aptitudes — they may demonstrate gifts and talents in a single area or across a variety of domains; they may also have a disability
- vary in their level of giftedness — this means that two students who have gifts in the same field will not necessarily have the same abilities in that field
- vary in achievement — while having gifts is often associated with high achievement, achievement can and does vary across high-potential students and over time, and some gifted students underachieve and experience difficulty translating their gifts into talents
- are not always visible and easy to identify, and their visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, socio-economic circumstance, location, and lack of engagement in curriculum that is not matched to their abilities
- exhibit an almost unlimited range of personal characteristics in temperament, personality, motivation and behaviour — no standard pattern of talent exists among gifted individuals

- come from diverse backgrounds and are found in all cultures, socio-economic levels and geographic locations.

Learning Support Officer:
The Learning Support Officer (LSO), in conjunction with teachers, works to support the SWD in achieving identified learning goals.

POLICY GUIDELINES:	GUIDELINE INDICATORS:
SWD will be identified each year.	Teachers will be asked to identify SWD using specified testing strategies. (Appendix 1/Appendix 8)
The educational, social and spiritual needs of SWD will be addressed.	Teachers will plan appropriate programs for SWD with assistance of Educational Services Staff Group, CEOB. (Appendix 4 , Appendix 6 & Appendix 8) Necessary resources to support programs for students will be obtained and utilized by teachers and students. (Appendix 7 & Appendix 8)
A Support Group for each SWD will be established.	A Program Support Group must be established to facilitate the identifying and meeting of special educational needs. (Appendix 2 & Appendix 8) Regular Conferences with the Program Support Group will be held. (Appendix 3 & Appendix 8) Staff members will be offered Professional Learning opportunities to assist them in implementing specialized learning programs for SWD. .

REFLECTIVE MATERIALS:

School Vision & Mission statements
School Pastoral Care Policy
Australian Curriculum Document 2016
CECV SWD Application Guidelines

Reviewed: August 2008
Ratified   September 2008
Date of next review: 2013

APPENDIX 1

Identifying Students:
- Teachers will be asked to identify SWD - information from parents, previous school, report cards, previous teacher, test results, observation and individual student files, are all sources of information on a student's needs and progress.
- All identified SWD need to have an Individual Learning Plan (ILP).
- Teachers will be asked to confirm whether new arrivals to the school have any special needs.
- The process of applying for SWD funding must be completed to ensure funding will be assessed by CEO. Refer to the Internal Referral Process.

APPENDIX 2

Program Support Group:

A Program Support Group consists of:
- parent/guardian/carer(s) of the student advocate for the parent/guardian/carer(s) (where nominated by them)
- student's teacher(s) or nominated responsible teacher(s) (secondary)
- principal or nominee (to act as chairperson)
- student (where appropriate)
- invited consultants to the PSG (e.g. psychologists, speech pathologists, occupational therapists, physiotherapists, school advisers and visiting teachers).

The aims of a Program Support Group are to:
- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum and participate in their education
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student.

In order to achieve these aims the Program Support Group will:
- identify the student's progress
- determine any adjustments to be made to the curriculum
- plan an appropriate educational program
- develop a Personalised Learning Plan
- discuss the plan with teachers and provide support to implement it
- provide advice to the principal concerning the diversity of educational needs of the student and the types of resources required to meet these needs
- review and evaluate the student's program at least once per term, and at other times if requested by any member of the group.
Note: Teachers will continually review and evaluate the student's program in light of student progress and report this via the PSG at least once a term.

Additional notes relating to the Program Support Group:
- Assistance must be provided to the classroom teacher, where necessary, to assess special needs students and plan an appropriate program to meet their needs. The delivery of individual program need to be developed and progress evaluated.

- Consideration must be given to the support and resources available from both within the school and outside the school to assist in implementing the education program. It must be considered what, if any, additional resources are needed.
- Confidentiality of information is necessary to ensure that the rights of the student and the parent/guardian are protected. It is important that those in receipt of information and those providing information clarify with each other how this information will be used and disseminated.

APPENDIX 3

Conferencing:
Pre-Conference Preparation:

- Appoint a service co-ordinator to organise all aspects of the ILP conference.
- Obtain information from the family about their preferences and needs regarding the conference.
- Discuss the meeting with the student and consider his/her preferences concerning the conference.
- Decide who should attend the conference and include the student, if appropriate.
- Arrange a convenient time and location for the meeting.
- Without educational jargon, inform the family verbally and/or in writing of the following:
    - purpose of the meeting
    - time and location of conference
    - names of participants

- Facilitate communication between the student and family members about the conference.
- Encourage families to share information and discuss concerns with participants prior to the conference.
- Gather relevant information from school personnel.
- Prepare an agenda to cover the ongoing evaluation of the IEP conference.

Initial Conference Procedures:

- Greet the students, family and their advocates.
- Introduce each participant with a brief description of his or her role in the conference.
- State the purpose of the meeting. Review the agenda, and ask for additional issues to be covered.

Review of Formal Evaluation & Current Levels of Performance:

- Provide family members with a written copy of evaluation results if desired.
- Avoid educational jargon as much as possible and clarify diagnostic terminology throughout the conference.
- Report on - the tests administered - the results of each - options based on the evaluation.
- Summarise the findings including strengths, gifts, abilities, and needs.
- Identify implications of test results for planning purposes.
- Ask families for feedback.
- Review the student's developmental progress and current levels of performance in each class.
- Consult families regarding progress.
- Strive to resolve any disagreement with student work samples and obtain information from families about collecting further examples.
- Proceed with the ILP only where there is agreement about the student's exceptionality and current levels of performance.

Development of Goals & Objectives - (Individual Learning Plan)

The student program should include the following (recommended presentation of this is in the form of a personalised learning plan:
1. Student's key learning achievements and challenges for the current year.
2. Key annual goals for the current year, which will improve participation, based on a personalised learning plan and/or behaviour support plan (primary/secondary) or personalised pathways plan (secondary)
3. Short term goals for each Term
4. Document the adjustments, supports and learning activities for program implementation
5. In order to evaluate the program outcomes, outline what evidence (e.g. data) of student achievement and state the degree of improvement in performance (i.e. summative and formative assessment information, including standardised assessments) has been determined by the Program Support Group.

The Individual Learning Plan:
- Identifies key areas of concern.
- Incorporates an assessment of the child's current skills and level of attainment.
- Sets specific educational objectives.
- Clearly states what the teaching programme is, resources required, personnel involved, how it will be done and how progress will be monitored.
- Will be reviewed regularly at pre-determined dates.

Program Suppory Group:
The Program Support Group will be responsible for preparing an ILP. This plan is not just for academic learning goals but can apply to any area of the student's life eg; physical, social, behavioural. It must be informative, specific and practical, providing useful guidance to those actively involved in teaching the student. The key to successful integration is the quality and appropriateness of the program provided for the individual student.
- Encourage the student, family members and advocates to share their expectation for the student's participation in the home, school and community.
- Jointly set goals and objectives for all subject areas.
- Discuss goals and objectives for future educational and vocational options.
- Identify objectives to expand the positive contributions the student can make to family, friends and community.
- Prioritise all goals and objectives in light of student preferences and needs.
- Clarify the manner in which the responsibility for teaching the objectives will be shared among the student's teachers.
- Invite family members and advocates if they would like to share in the responsibility, for teaching some of the objectives at home or in the community.
- Determine evaluation procedures and schedules for identified goals and objectives.

- Explain to family members and advocates that the ILP is not a guarantee that the student will attain the goals, rather, it represents a good-faith effort on the part of school personnel that they will teach these goals and objectives.

Concluding the Conference:

- Assign follow up responsibility for any task requiring attention.
- Review with the student, family members, and advocates any responsibilities that they have agreed to assume.
- Summarise orally and on paper the major decisions and follow-up responsibilities of all participants.
- Set a tentative date for reviewing the ILP document.
- Identify strategies for ongoing communication with the student, family members and advocates.
- Express appreciation to the student, family members, and advocates for their help in the decision making process.

APPENDIX 5:

Assessment
- Before appropriate learning assessments for a SWD can be set, a thorough, precise assessment must be carried out. This is established for three reasons:-
    - ★ Specific statements about what a child can/cannot do, often translate easily into precise learning objectives.
    - ★ As these students typically have learning difficulties, the learning tasks need to be structured in a very clear, logical way and this requires precise knowledge of previous learning which may be a prerequisite for progress.
    - ★ If it is established what the student knows/doesn't know, then you can also determine exactly how much learning has occurred as a result of any teaching program - providing progress is monitored.
- A variety of assessment techniques will give you the most comprehensive assessment. For example:-
    - ★ talking with the child
    - ★ observing the child
    - ★ looking up previous records
    - ★ talking to previous teachers
    - ★ asking parent
    - ★ samples of work
    - ★ check lists
    - ★ standard teaching assessments eg; running records, various tests.

- If your assessment is thorough, it should be able to make precise statements about what the child can/cannot do. For example:-
    - ★ Anne can read 18 of the first 50 basic sight words.
    - ★ John can count correctly to 12 and then confuses the numbers to 20.
    - ★ Sally can successfully add 1 and 2 digit numbers when they are written down, providing she does not have to carry tens.

APPENDIX 6:

Teaching Programs:
The aim of a teaching program is successful learning with the achievement of learning objectives. Teaching programs should include ways to monitor the amount of learning taking place as well as strategies to teach a particular fact or skill. In general, teaching students with special needs is likely to involve:-

- small tasks at a time
- carefully and logically structured program
- constant repetition (exactly the same material or the material presented in various ways)
- ensuring students achieve success
- precise teaching
- generous use of positive reinforcement
- regular monitoring of progress and feedback to student
- regular revision of material learned so that learning is maintained.

It is important to remember that these students may have a negative attitude to learning because of past experiences and give up easily. For this reason, it is important to make sure that the student achieves some success almost immediately, and receives positive reinforcement both from school and home. Parents also need affirmation for their efforts.

Monitoring Progress:

Progress of special needs students requires regular monitoring to see whether progress is occurring. If progress is not occurring, the program, resources, teaching method and motivation of the student needs to be examined. The monitoring system needs to be simple, quick to administer, and show progress (or lack of it), at a glance.

Evaluation:

An effective monitoring system is necessary to evaluate progress. The aim is for development to occur as quickly as possible and yet be maintained long term. The teacher should be constantly aware of ways to enhance learning, different teaching strategies, varying incentives to increase motivation etc. When learning is not occurring or progress is very slow the following should occur:-
- ★ check learning objectives are realistic,
- ★ check student has prerequisite skills/learning as lack of these may be responsible for slow learning.
- ★ restructure learning program into smaller steps so learning may occur more easily.
- ★ check logical sequence of learning task.
- ★ change reinforcement to increase motivation.
- ★ set up additional practice.
- ★ try different resource material.
- ★ change teaching strategy eg; from peer tutoring to additional teacher tuition.
- ★ ask for another teacher's help.
- ★ seek specialist assistance.

Major evaluation will occur at Program Support Group meetings when progress will be evaluated, goals examined and new objectives set.

APPENDIX 7:

Personnel:

The Class Teacher is responsible for:-
- Identifying children who may be eligible for special assistance
- Determining needs of students
- Devising and planning program
- Ensuring program is implemented
- Overseeing progress

- Liaison with integration personnel
- Demonstrating teaching techniques and programs
- Overseeing progress.

The LSO is responsible for:-
- Maintaining a record on each SWD
- Assisting classroom teacher with assessment of students & planning of program
- Finding, making and organising resources
- Implementing program prepared by teacher in the classroom or withdrawn situation
- Monitoring progress
- Reporting to teacher on child's progress or lack of it.

Staff Development:

This is a key aspect for ensuring that student's general needs are met. Many teachers are not familiar or comfortable with catering for Special Needs Students. The following are ideas worth considering:-
- Hold an in-service day on the topic
- Invite an adviser to speak on special needs students
- Have staff report on programmes used, strategies tried, etc at staff meetings
- Spend one or two staff meetings in small groups developing special resources
- Purchase some books and videos on Special Needs Students
- Team up a teacher familiar with, and positive towards special needs students to work with teachers less confident in the area.

APPENDIX 8:

Gifted & Talented:
- A staff member skilled in identifying and responding to students with special talents will be appointed to coordinate the school's gifted and talented students program.
- The appointed staff member should take an active role in the local Gifted Education Network (If there is one in the area) and may choose to access accredited service providers to assist in the development of programs for gifted and talented students.
- A variety of identification tools will be utilised to identify students of above average ability which may include input from teachers, parents, peers, students and professional consultants.

- A program support group involving the Gifted and Talented Students coordinator, parents and staff will collaboratively determine appropriate programs and strategies for individual students and monitor the student's progress toward predetermined goals. The programs provided will reflect strategies outlined in the DE&T 'Gifted Education Resource Book-Education of Gifted Students' resource and the CEO website for Gifted and Talented.
- The school, where possible, will provide flexible extension and enrichment programs for gifted and talented students including acceleration, (subject, curriculum content, or year level) special ability groupings, out of hours programs, individual learning contracts, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc).
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students
- A Gifted and Talented Students program budget will be developed by the program coordinator in consultation with classroom teachers and program support group members.
- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

Classroom Strategies:

When planning classroom strategies, teachers should cater for the characteristics of gifted students. These students have the capacity to:
- Learn at faster rates
- Find, solve and act on problems more readily
- Manipulate abstract ideas and make connections.

Extension Programs:

Programs, in specific areas that extend gifted and talented students who are already gifted in these areas. They serve to deepen proficiency in any area.

Enrichment Programs:

Programs that allow gifted and talented students to have experiences that broaden and allow them to develop their horizons . For Augustine, a student gifted mathematically, may choose an enrichment program in the Arts. If a student is gifted, an enrichment program usually involves extension as well.