

# Inclusion Policy



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Related Department for Education policies, procedures, guidelines, standards, frameworks	
Related Central Yorke School B-12 policies, procedures, standards	Teaching and Learning framework, Assessment and screening policy, student consultation process, Positive Behaviour Support
Responsibility	School Leadership and Governing Council

**Rationale**

At Central Yorke School we believe that inclusive communities start with inclusive schools that value diversity. We respect the right of all students to be welcomed and to belong to our community.

We believe all students are entitled to access the Australian Curriculum at an appropriate level of challenge, and positive behaviour support to develop the skills to be self-regulated, confident, and reflective young people.

Inclusive education is a fundamental human right of all students (Declaration on the Rights of Disabled Persons 1975) a legal entitlement to all (Commonwealth Disability Discrimination Act 1992) and a core pillar of educational policy (Disability Standards for Education 2005).

At Central Yorke School we aim to ensure all students are present, participating and making progress. We underpin our teaching and learning framework with the Universal Design for Learning principles of engagement, representation, action, and expression.



### **Central Yorke School will:**

- Ensure all students are engaged in an intellectual challenge at an appropriate level through quality differentiated teaching practices.
- All teachers provide access to the Australian Curriculum with varying levels of adjustment to support their learning.
- All students are “ready to learn” and regulated through accessing the school’s positive behaviour support program.
- All students access intervention (including extension) at varying degrees of intensity based on their individual learning needs.
- All students feel a sense of belonging and connection to our school community which is reflected through their kind actions to themselves and others.
- All students are involved in a consultation process about their learning, and personally approve their learning plans.
- All teachers and para-professionals are equipped with the skills, knowledge and understanding to support students based on their current level of readiness.
- Staff uphold their obligations to consult with parents and students about learning adjustments and support.

### **Inclusive teaching and learning**

Central Yorke School operates under a tier system of support. This means all students access evidence-based, core effective practice in their classrooms (tier 1). This is supplemented by additional intervention in varying degrees of intensity (tier 2 and 3) to ensure students have the knowledge, skills, and understanding required to access age-appropriate curriculum.

Students move between tiers of intervention based on rigorous evidence collection which may include:

- screening tools
- formative and summative assessment (assessment for learning and assessment of learning)
- diagnostic tools
- information from allied health professionals and parents
- school data collection processes.

Families are always informed when students are accessing an intervention.

### **Positive behaviour support**

Central Yorke School has a school-wide positive behaviour support (PBS) program underpinned by the Berry Street Education Model (BSEM) and our school values of Respect, Resilience and Relationships. Our focus on promoting positive behaviour, through BSEM, the Check in and Check out program, Program Achieve and daily learning experiences aligned to our school values, teaches students the skills needed to be in class and ready to learn, by explicitly teaching them how to self-manage and be socially aware (tier 1). Students who require additional behaviour support access behaviour interventions at varying levels of intensity (tier 2 and 3). Students and families can access the positive behaviour support policy on our website.

### **Teachers’ obligations**

- Uphold obligations under the Disability Standards for Education by ensuring all students can access and participate in learning on the same basis as their peers. The disability standards obligate educators to consult with families and students to understand the impact of a student’s

disability and to determine adjustments required, make reasonable adjustments, and eliminate discrimination.

- **Refer students of concern to the Inclusive Learning Coordinator and the Inclusion team through the referral process.**
- Conduct assessments and screeners in line with the assessment and screening policy.
- Deliver core, effective universal practice at tier 1 that is universally designed to ensure all students can access the learning.
- Deliver effective evidence-based interventions at tier 2 that are aligned to tier 1 and measure progress on a five-weekly cycle.
- Communicate with the Inclusive Learning Coordinator about the presence, engagement, representation, action, expression, and progress of their students accessing intervention.
- Document the progress of tier 2 interventions and refer to tier 3 if progress is not demonstrated after 5 weeks.

### **Inclusive Learning Coordinator and the Inclusion Team's obligations**

- Consult with students and families to determine the impact of disability and appropriate adjustments.
- **Consult with Outside service providers and implement recommendations**
- **Consult with Student Support Services and refer students of concern**
- Run evidence-based tier 3 interventions that measure progress on 5 weekly cycles.
- Support all staff to work within multi-tiered support frameworks across all domains and all tiers.
- Ensure all interventions are appropriately funded and enable evidence-based interventions to occur.
- Run additional diagnostic screeners to help determine students' readiness to class teachers.
- Deliver ongoing professional development that focuses on multi-tiered systems being delivered with fidelity.

### **Our commitment to inclusive education**

At Central Yorke School we know that all students benefit from an inclusive education. As we continue working to create a more inclusive school and community we will be guided by the definition of inclusive education as per the Conventions of the Rights of Persons with Disabilities in addition to following the guiding principles outlined by The Department of Education.

#### **Related Legislation**

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