

Black Forest Primary School

Inclusion Policy

Overview

Black Forest Primary 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 preferences for learning, 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, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Our rigorous and diverse curriculum maximises 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 Black Forest Primary 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 Leadership

- Support staff to analyse learning and wellbeing data to inform 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 (eg staffing, assistive technologies, facilities, intervention programs).
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning of individualised learning, assessment and reporting through the management of learning plans (including One Plan meetings and documentation).
- Work in partnership with families, support services and external service providers to maximise learning, social, emotional 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 and supports, respect and harmony.
- Ensure that enrolment and 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 high and 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 by developing learning plans and integrating the use of assistive technologies when required and applying reasonable adjustments through differentiated curriculum, learning and assessments.
- 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, flexible and act when students are experiencing exclusion or loneliness.
- Work in partnership with students, families, staff and external service providers to maximise learning and social outcomes.
- Report all concerns to their Line Manager and seek support from the Deputy Principal where appropriate.

Responsibilities of Parents and Carers

- Communicate openly with the school and provide 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 participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate.
- Be involved in the planning, development, and implementation of their children's 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 Practices

[Children's Services Act 1985](#)

[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](#)

Black Forest Primary School Policies

[Anti-Behaviour policy](#), Transition policy, Attendance Policy, etc

Department for Education Policies and Documents

[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-DfE service providers in preschools, schools and educational programs procedure \(2016\)](#)

[Non-DfE service providers at preschools, schools and educational programs fact sheet \(2016\)](#)

Inclusion at Black Forest Primary School

Diverse Learners

Our Diverse Learners include:

- Students with a learning difficulty and/or disability
- Gifted and highly able students
- Students with English as an Additional Language or Dialect (EALD)
- Aboriginal and Torres Strait Islander Students
- Students from lower socio-economic settings
- Students with diverse personal or 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)
- Mental health issues / concerns
- Students who are under the Guardianship of the Minister
- Students with significant health concerns and diagnosis

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.

Differentiation at Black Forest PS 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 inclusive quality teaching pedagogy.

Wave 2: Students demonstrate a requirement for additional support to work at age-related expectations or above. For example, involvement in one of our intervention programs

Wave 3: Students require a documented learning plan (One Plan) that includes highly personalised interventions and goals which address their specific circumstances.

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 ATSI students, students under the Guardianship of the Minister, Gifted Students and students with learning difficulties and disabilities. Specialist teachers, classroom teachers and School Support Officers work closely with parents and support people 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. Learning plans are monitored on an

on-going basis and are formally reviewed at least twice a year. Information about learning and wellbeing needs is provided to teaching staff, via meetings, handover data, individual student meetings if required and in writing.

Support Services

The Department for Education provides a range of professional support services which the school accesses for diagnostic and professional advice. These include Speech, Behaviour, Psychology, Disability Support, Hearing and Vision. This involves a referral, observation and consultation about how best to support the students and is managed by the Deputy Principal. 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 Principal allow the non-Department service provider to work with their child while they are at school. The 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 [Non-Education service providers in preschools, schools and educational programs procedure \(2020\)](#), on a case-by-case basis for each student and in negotiation with parents. More information is available in the [Non-Education service providers at preschools, schools and educational programs fact sheet \(2020\)](#).

EALD Learners

English as Additional language or Dialect program 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. EALD students are supported by an EALD teacher who is able to work with the child individually, in small groups, with the class and to support the classroom teacher in the collection of language level assessments.

Gender Diverse and LGBTQIA+

BFPS is committed to supporting the safe, inclusive and supportive learning environment for every child and young person. Staff work closely with students and families in supporting gender diverse, intersex and sexually diverse children and young people. This includes connection with the Engagement and Wellbeing Team in DfE, participation in professional learning opportunities and working with students and their families to put in place appropriate procedures and support networks to identify and meet the needs of the child.