



Spencer Park Primary School Integration and Inclusion Policy (2010)

RATIONALE

Social and instructional integration is an important aspect of the educational program operating at the Spencer Park Campus. The Department of Education and Training states that integration "is the process of introducing students requiring significant teaching and learning adjustments into regular schools and classrooms from which they have previously been excluded". Inclusivity takes this further.

Inclusivity is providing all groups of students, irrespective of educational setting, with access to a wide range of knowledge, skills and values. Students have a variety of past experiences shaped by their language, culture, health, location, values, abilities and previous education. Inclusivity means recognising and accommodating the different starting points, learning rates and previous experiences of individual students or groups of students. It means valuing and including the understandings and knowledge of all groups (BIS, 2004 p. 20).

The Spencer Park Campus believes that through the integration of staff, students and resources from Spencer Park PS and Spencer Park ESC, all members of the school community can learn about accepting and celebrating diversity. The integration process at Spencer Park Primary Campus aims to create opportunities for all children to learn together in a constructive and productive way.

ORGANISATION

For successful integration, the school needs

- A Placement Procedure
- Commitment to a collaborative model
- An effective communication system
- Appropriate professional development
- Time and resourcing for planning

PLACEMENT PROCESS

- The District Office Student Services Team, through a placement process involving the school Principal/s, guides the enrolment procedure for the Centre.
- Placement of education support students in mainstream classes a mainstream Home Room at the start of the year or on entry to the Centre, will be negotiated between Centre and School Principals, teachers and parents.
- Students will be integrated with mainstream students for varying amounts of time so that academic and social skills can be generalised. While the emphasis is on age appropriate modelling of acceptable behaviour, the integration goals for each student may also include academic objectives.
- Afternoon integration will be negotiated at the beginning of every year. Integration could involve sharing classes, integration into mainstream classes with or without support, or reverse integration with mainstream students joining an ESC class.
- Changes to the amount of integration time will be negotiated by discussion with the two principals and the teacher/s who are involved. No decisions will be made before this occurs.
- The education support staff will provide a support service to mainstream staff in afternoon sessions. The type of support will be negotiated so that the teachers' and assistants' expertise can be maximised.
- Time will be provided by the Centre for planning meetings involving Centre teachers, mainstream teachers and parents. ESC teachers and parents will develop an IEP for each student with input from therapists, outside agencies and the PS teacher as required. As a result of the IEP meetings, clear targets will be developed for each student in all settings - homeroom class, Centre class, Cross-curricular programs and playground
- Information pertaining to each student's needs will be shared with appropriate people, for example, medical information, behaviour management, physical needs, extra resourcing and work samples.
- The BMIS Plan from Spencer Park PS will apply to all Spencer Park Campus students, both in the class and in the playground. The Centre staff are available to assist with specific behaviour difficulties, including the development of Individual Behaviour Management Plans. Details of these plans will be made available during joint campus staff meetings.
- If there is a concern about a specific student's integrated program, these concerns should be discussed with the relevant staff at the Centre first. Often specific behavioural techniques or other strategies can be employed to assist the process. If, however, there are still concerns, a meeting will be convened with the Principals of the

Primary School and the Centre, and the staff working with the students involved (for example, mainstream teacher, ESC teacher and assistant if applicable) to discuss the issues and possible solutions.

- The Principal of the Centre is responsible for implementing an annual review of the integration process on a campus wide basis. This information is used to determine the successful implementation of this policy and outcomes of the review are taken into account when planning for the next year.
- A cross-Campus Integration Committee consisting of the Primary School and Centre Principal, two primary school teachers and one Centre teacher, will be formed each year. The role of the Committee will be to review and arbitrate on decisions where negotiations regarding placement or levels of support have failed.

SUPPORT TO THE PRIMARY SCHOOL

- Class sizes in the primary school should cater for the integration process. The Centre will provide FTE (currently between 0.4FTE and 0.5FTE) from the Staffing Allocation to the primary school, for the purpose of reducing class sizes.
- Providing relief time for both mainstream and Centre staff to collaborate to plan programs or organise reporting and/or conduct IEP meetings.
- Providing education assistant time to mainstream classes for the purpose of assisting teachers to support education support students in these classes.
- Time from the Centre teachers and assistants to assist with afternoon integration programs. The level of support will depend upon the number of students integrated and their individual needs. The type of support will be negotiated between the mainstream and supporting teachers for example, team teaching, small group withdrawal, modification of programs, cross-setting etc.
- Support for educational support students attending mainstream excursions and/or camps.
- Primary School students at significant educational risk can also be placed temporarily in the Centre's morning program. The school psychologist, principals of the Primary School and the Centre, and the staff working with the students will negotiate the type and level of support provided.
- Professional development.

SUPPORT FROM THE PRIMARY SCHOOL

- Accepting and welcoming students into classes
- Participating in joint planning sessions
- Assisting with assessing and reporting on student outcomes in agreed learning areas
- Allowing the Centre students and staff to utilise the facilities of the school as a shared Campus

THE EVALUATION PROCESS

CLASS EVALUATION

Centre and mainstream teachers will determine whether integration targets for each student have been met at the end of each semester

CENTRE EVALUATION

The Principal of the Centre is responsible for implementing an annual review of the integration process on a campus-wide basis. This information is used to determine the successful implementation of this policy and outcomes of the review are taken into account when planning for the next year occurs.

REPORTING TO PARENTS

Parents will be encouraged to participate in a number of forms of reporting, including;

- IEP Meetings
- Portfolio Assessment/Formal reports
- Communication Books
- Individual teacher/parent meetings
- Teacher or parent initiated telephone discussions
- Social activities such as afternoon teas

RESOURCES

- Building Inclusive Schools- Pathways to the Future 2004
- Curriculum Framework 1998
- Education Support Package 1998
- Social Justice in Education- Policy and Guidelines for the Education of Students with Disabilities 1993
- Disability Discrimination Act 1992