



Inclusion Policy



Blackwood Primary School Mission Statement

An IB school valuing, supporting and inspiring a community of lifelong learners

RATIONALE

Blackwood Primary School (BPS) acknowledges the diversity of our learners who have a range of learning styles/ preferences, strengths and learning needs. **Cognitive, social, emotional and physical well-being** needs are considered to ensure individual students can successfully access learning. We aim to proactively design differentiated learning experiences for all students. "Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student" (IBO 2019). Curriculum support is rigorous and diverse, and provides our students with many opportunities to lead productive and rewarding school lives. All students who attend Blackwood Primary School receive meaningful access to the curriculum in a safe learning environment that fosters positive physical, social and emotional well-being. "*When students are seen for who they are and considered in terms of their strengths and challenges, not their labels, teachers are better able to create learning opportunities that enable every student to develop and pursue appropriate learning goals.*" (Meeting Student Learning Diversity In The Classroom, IB, 2018 pg.5)

Our school environment is organised so that student diversity can be included as a resource, seeing differences as opportunities for enriched learning. "*Linguistic and cultural diversity play a fundamental role in the development of personal and group identities, in establishing a sense of belonging and in enabling global engagement*". (Singh, Qi 2013, as quoted in IBO, The Learning Community, 2018, pg. 1)

This policy is implemented, regularly reviewed and communicated with all stakeholders, ensuring an inclusive school culture that supports our students to reach their full potential. It is developed in line with IB Philosophy and considers the Learner Profile.



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STUDENT PROFILE

At Blackwood Primary School use data on Department for Education (DfE) websites, such as Power BI and Education Dashboard as well as school based data to build an understanding of student's strengths and areas for improvement. Teachers also share anecdotal information about learning challenges and strengths for each student. Information collected regarding students is kept in the files in the front office. All files are kept confidential and must remain on DfE property. A student needs profile is built and students may receive support through the following means:

WAVE 1 (HIGH QUALITY TEACHING)

At this level, programs are adjusted within the whole class environment to meet the differing needs of all students in the classroom.

Inclusion is the ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This requires a learning culture built on mutual respect, collaboration and support. *"Teachers extend learning for all students by creating an affirmative and responsive environment that considers student identities and embraces learner diversity from a strength-based perspective."* (IBO, The Learning Community, 2018, pg. 4).

Differentiation is the process of identifying, for each learner, the most effective strategies for achievement. This requires students and teachers to adopt a wide range of strategies, thinking routines, visible prompts, flexible timing and approaches to achieve common goals.

Extension of students

Students who show advanced understanding in a range of academic pursuits or display a high level of performance in a single curriculum area are extended. Students with high intellectual potential need opportunities to learn at their own pace. Through enrichment and extension, students with high intellectual ability experience a variety of content and exploration of the curriculum in greater depth, as well as the development of affective, creative and/or high-order cognitive skills.



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Most students can be extended within the classroom, where they are able to maintain their relationships with their peers. Teachers extend students' learning through creating low floor / high ceiling enriched learning tasks that allows students to access the learning at multiple entry points which foster extension through design of the learning task.

Students can also opt in or elect to go to extension programs within our school such as Debating or working with a Kids Hope Mentor. Blackwood High School also offers access to students in Year 6 to their STEM, Humanities and English, and Dance programs.

WAVE 2 Intervention: (SCHOOL BASED)

Within Blackwood Primary School there are some groups of students who receive additional support provided by Wave 2 intervention. Students requiring this support are identified through data collection and discussions with the classroom teacher. Types of data collected and used for inclusion in Wave 2 support are found in the Blackwood Primary School Assessment Policy.

Identified students have access to a variety of Wave 2 intervention programs which may be offered either in or out of the classroom. (Refer to Flow Chart Appendix 1 and 2.)

Parents of students identified for Wave 2 Intervention are notified of their inclusion in the program.

WAVE 3 Intervention: (DfE FUNDED)

Within Blackwood Primary School there are some groups of students who receive particular support provided by Wave 3 intervention. These students have aspects of their education documented on a One Plan.

One Plan

Students are identified for special needs support through educational, speech or psychological assessments. This includes students with physical, hearing, vision, learning, intellectual impairment, or those with difficulties in social communication. All students must have details of their educational program negotiated according to their needs through a One Plan. Classroom teachers, and at times single subject teachers, work closely with parents to ensure an appropriate curriculum is provided. This includes; establishing SMART goals, content, appropriate resources and assessment strategies.



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If the school environment requires modification for the inclusion of a student with a physical disability then the appropriate agencies will be contacted by the school.

The progress of these students is reviewed regularly, at least annually so that their plan can be evaluated and updated. Parents are involved in this review. Information about the particular learning needs is provided to teaching staff, via meetings, individual student meetings if required and sharing of the One Plan document.

Some students, who do not have an identified disability, may need particular assistance to successfully connect with schooling and/or community life. These students may access additional support either as individuals or as part of a small group, according to need and availability of staff. One Plans or Individual Learning Plans may also be developed to outline the nature of learning need(s) and relevant background information, specific objectives, strategies and accommodations to improve student learning outcomes, forms and levels of participation; as well as the evaluation of objectives.

One Plan and Individual Learning Plan Documents

- Ensure that schools fulfil their obligations in terms of departmental requirements and accountability.
- Are flexible working documents, which inform the planning, delivery and evaluation of educational programs.
- Provide an opportunity for individual case management.
- Are developed through a collaborative planning process involving the school, parents/carers and any relevant agencies and services. It encourages individual ownership of learning.
- Document the “journey” – data collection, successes and learning achievements. They also allow explicit identification of the next steps in teaching and learning. It provides an ongoing record to ensure continuity of learning.
- Is reviewed and monitored over time.



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The One Plan is the basis for educational planning for students with additional needs. It assists planning by making explicit the components of the teaching and learning process for that student. The documentation is positive, dynamic and constructive in tone, and is user friendly for all stakeholders.

Aboriginal and Torres Strait Islander Students

A priority of DfE and Blackwood Primary School is to increase the participation and completion rates for Aboriginal and/or Torres Strait Islander students. The main objective is to identify ways to monitor the educational experiences of each young person's learning; in order to track their progress, issues, barriers, strengths, and support required. All Aboriginal and/or Torres Strait Islander students have a One Plan identifying their goals and learning needs. All Aboriginal and/or Torres Strait Islander students have access to support through individualised programs, as outlined in their One Plan document, in accordance with Australian Curriculum outcomes.

One Plans for Children under the Guardianship of the Minister

Children and young people under guardianship often require special help to participate in educational programs. Lack of access and lost opportunities have a cumulative impact on a child's life through the various stages of education and development, from pre-school, primary school and secondary school to vocational and tertiary education.

Children and young people under the care of the Minister (for DfE) will be provided with opportunities to engage in school-based learning activities and extra curricula activities. They will be provided with services that respond to the psychological and emotional trauma and physical effects that often result from abuse, neglect and separation from family. Support, including access to training and employment services, will be provided to maximise their opportunities to live successfully when they have left the Minister's care.



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Blackwood Primary School is committed to developing a One Plan for all children and young people under guardianship; to identify appropriate strategies to improve their educational outcomes and achievements. There is a commitment by Blackwood Primary School to take a caring, team approach by working with Families S.A. case managers to identify and implement the appropriate strategies. DfE or Department for Child Protection or both will ensure that all avenues for pre-school, school and post-compulsory education-based support are explored before suspension or exclusion are considered.

English as an Additional Language and Dialect (EALD) Students

EALD will be assessed and may receive support through the EALD teacher. These students may also be eligible for support from a Bilingual School Service Officer (BSSO) who can bridge the gap between languages and cultures. A BSSO may be accessed as an interpreter for parent teacher interviews.

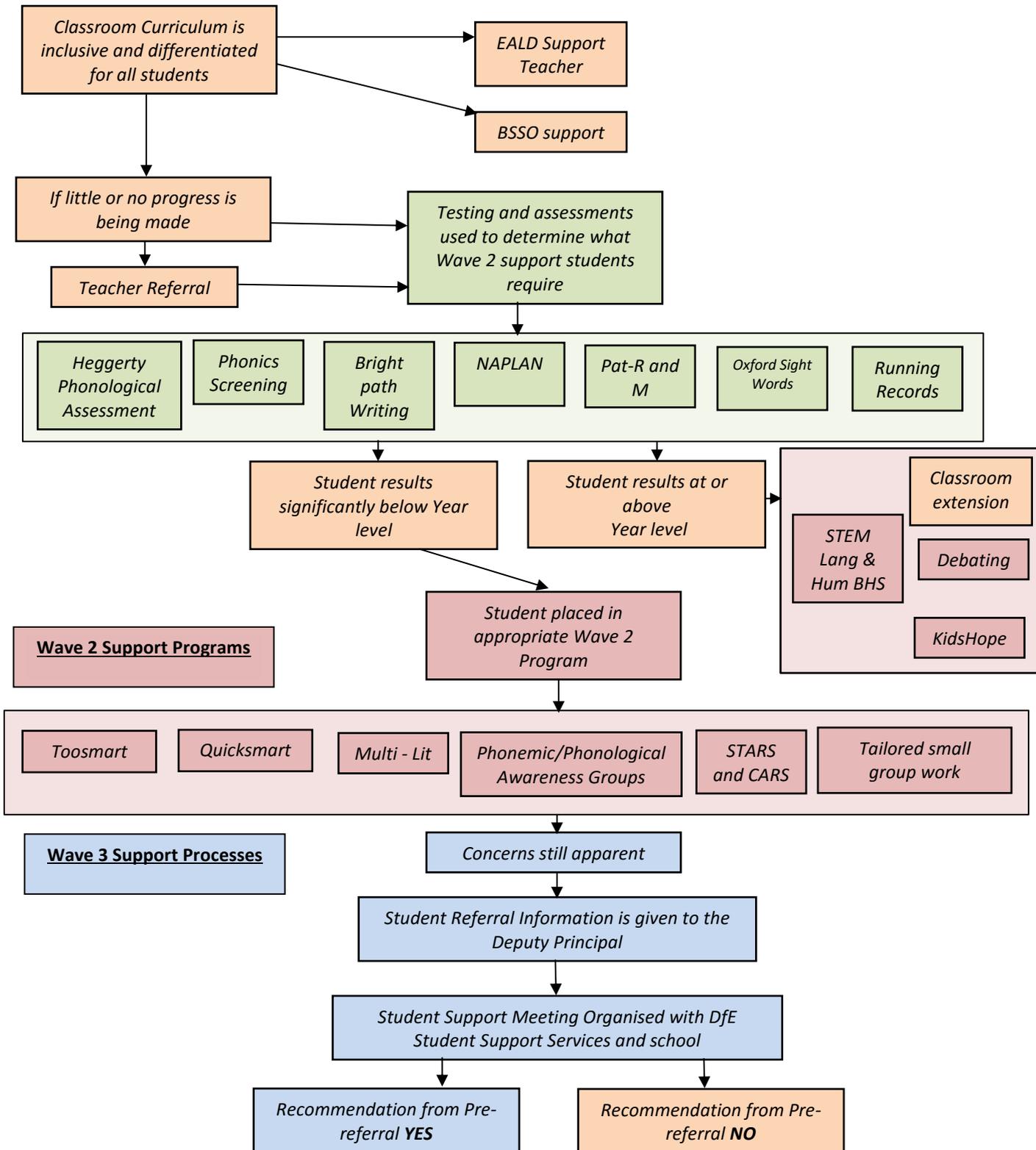
Student development plans

Some students require support with managing behavioural issues. A student development plan is negotiated between teachers, school leadership, parents and students. This plan will be regularly reviewed to ascertain progress and to achieve positive behavioural goals.

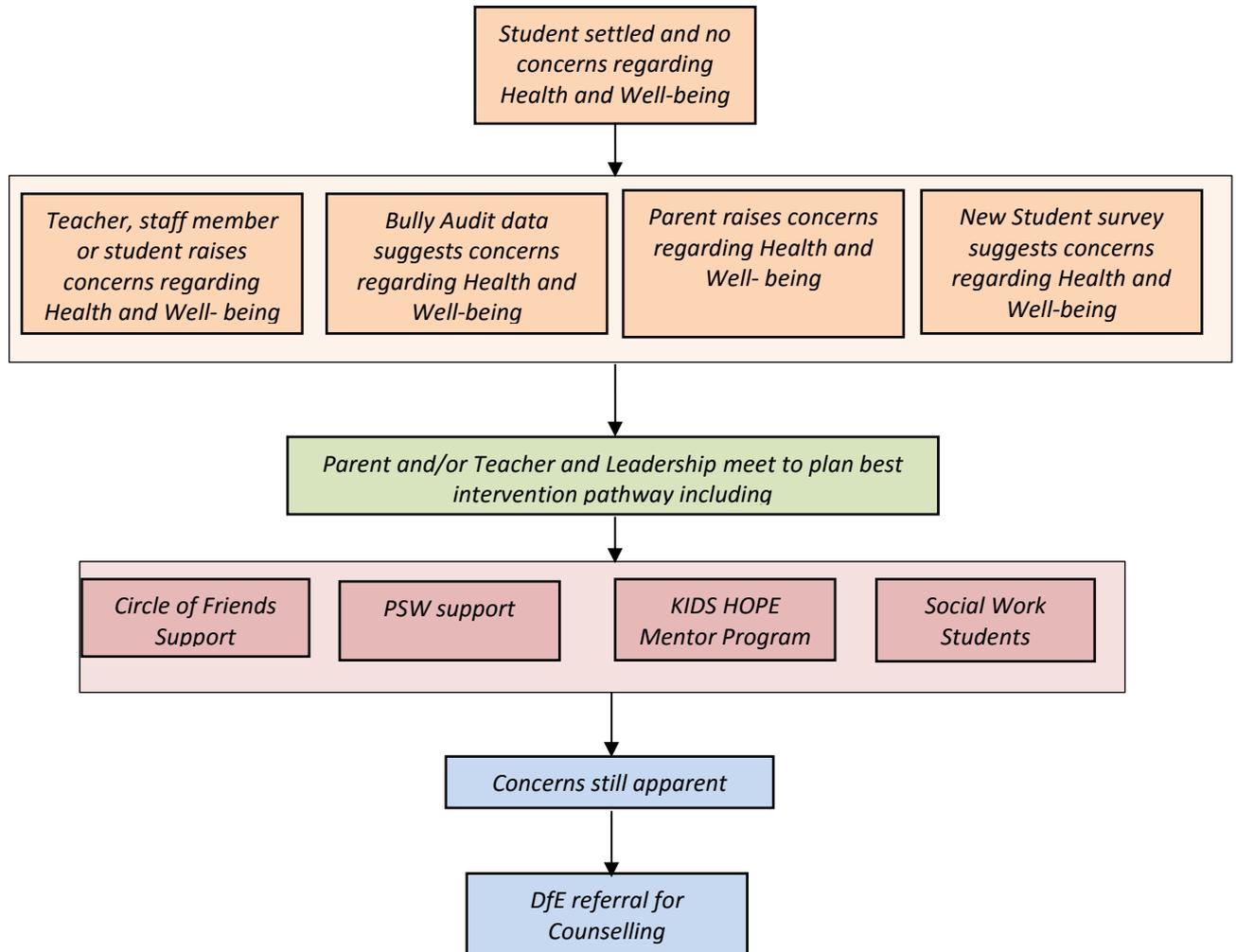
This policy is informed by the following policies:

- Children and students with disability policy- [Children and students with disability policy](#)
- Education and Children's Services Act 2019-[Education and Children's Services Act](#)
- Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline and policy- [Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy](#)
- Meeting Student Learning Diversity in the Classroom: Removing Barriers to Learning, IB, 2019
- Programme Standards and Practices, IB, 2018

Support Programs and Processes



Health and Well-Being Supports





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References:

Norwood Morialta Schools Special Needs Policy, DfE –support services