



# LE FEVRE HIGH SCHOOL

## Inclusive Education Policy



### Document control

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Date approved	19 <sup>th</sup> June 2017
Next review date	19 <sup>th</sup> June 2021
Issue Date	20 <sup>th</sup> June 2017
File number	LFHS-CP-MYP-04

**Government  
of South Australia**

Department for Education  
and Child Development

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## REVISION RECORD

<b>Date</b>	<b>Revision Description</b>
May 2012	Special Needs Policy first issue
May 2017	Migrated policy to new format and updated to include new DECD requirements. Title changed to Inclusion Policy.
19/06/2017	Revised policy ratified by Governing Council

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## RATIONALE:

The Le Fevre High School mission seeks to promote lifelong learning and provide quality education for our children and young people. To this end we provide inclusive practices that cater for the diverse needs of all students. Cognitive, social, emotional and physical needs are considered to ensure each individual student develops to their full potential.

## PRINCIPLES:

- That all enrolling caregivers and students be treated with dignity and deference to their cultural, linguistic and economic background.
- That all students including those with special learning needs have the right to admission to Peninsula Schools mainstream classes unless necessary accommodations cannot be met due to lack of human and material resources.
- Special class or special school placements are negotiated, for students with, for example severe visual or hearing impairment, autism and severe neurological dysfunctions.
- Inclusive practices at Peninsula Schools are dynamic to ensure access and engagement in learning for all students by identifying and removing barriers.

This is reflected within the ideals of IB Middle Years Program, learner profile.

- The Special Education team, in conjunction with teachers, are responsible for **identifying** the special learning needs of individual students including:
  - gifted and talented learners
  - students with physical disabilities
  - students with learning disabilities
  - students with social and emotional factors that may impact their potential for learning.
- Differentiation of the curriculum aims to meet the variety of learning styles and needs of individuals particularly emphasised in the Approaches to Learning within the IBMYP

Teaching methodologies include a variety of approaches to learning including:

- valuing and incorporating prior knowledge
  - using scaffolding techniques
  - extending learning to a more complex abstract form
  - using ICTs and specific learning devices to improve
  - incorporate the Approaches to Learning specific skills in MYP units of work.
- Assessment practices are differentiated within units of work to allow individual students to successfully meet the learning requirements

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- All students have equitable access to educational **opportunities**, including the opportunity to:
  - be provided with a holistic learning environment
  - have a smooth transition into the school with clear support structures for their success
  - develop skills in literacy, numeracy and ICT
  - participate in a broad and balanced curriculum including a second language
  - complete SACE
  - participate in VET (Vocational Education and Training) courses
  - access and develop links with community services
  - develop learning strategies for academic learning and daily living (transition into work or further study)
- Teachers are responsible for the educational program of all the students in the classroom including those with disabilities. Teachers will collaborate with specialist support staff, parents and caregivers, and DECD student support services to:
  - Document, implement and evaluate Negotiated Education Plans for individual students
  - Provide a supportive learning environment for students with disabilities.
  - Teachers will participate in ongoing professional development to develop effective strategies to create curriculum that differentiates for learners with special education needs in the classroom.

## GUIDELINES:

The school will regularly review, identify and document learners' needs, respond effectively within the appropriate resources, record follow-up strategies and the roles of various professionals, and communicate processes. Collaboration with families is ongoing throughout all processes.

The Three Wave Process will guide action, as follows:

1. Teacher based pre-referral process
2. Site-Based Learner Review and Support Processes
3. DECD Student Support Referral Process

Documented procedures are in place to enable:

- regular review of learners by relevant teams
- review processes that are highlighted on relevant calendars
- clear review documentation processes with appropriate levels of confidentiality
- the delineation of roles and responsibilities in response to strategies
- set appropriate resourcing to underpin learner support strategies
- clear lines of communication with key stakeholders.

Individual Schools develop site specific documentation including:

- pre-referral checklists
- strategies to differentiate the curriculum
- roles and responsibilities of personnel to support classroom teachers

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DECD student support services documentation requirements include:

- Support Services Referral Form
- Parent/guardian Consent
- Individual Education Plan IEP
- Families SA DECD Information Sharing Form
- Aboriginal and Torres Strait Islander IEP
- Negotiated Education Plan

## PROCESS:

### LEARNER REVIEW, INTERVENTION AND SUPPORT

The following three waves form the foundation of an effective learner review, intervention and support process. The document informs site leaders of the DECD expectations for the support of learners, and to provide suggestions as to how this can best be achieved.

#### **Wave One: Teacher Based Pre-Referral Process**

**PURPOSE:** For the teacher to:

- Identify the needs of the learner
- Implement strategies to respond to the learner's needs
- Gather evidence to clarify the extent of the learner's needs for the internal learner review team.

**Teachers can identify the needs of the learner by:**

- Checking the learner's file for previous information about the learner or talking to previous teachers
- Collecting data in relevant areas
- Discussing concerns with the learner's parent/family

**Teachers can implement strategies to respond to the learner's needs by:**

- Establishing appropriate learning intervention strategies
- Monitoring the impact of these and keeping the family informed
- Evaluating the success of the learning strategies and adjusting where appropriate

**Clarify the extent of the learner's needs for the internal learner review team by:**

- Gathering and documenting evidence of the learner's needs in the appropriate site specific format

**The internal learner review team comprises of school leaders, Special Education Teacher, Student Counsellor, and Aboriginal Education Teacher and class teachers**

#### **Wave Two: Site-Based Learner Review and Support Processes**

**PURPOSE:** For the site to support the learner and teacher by:

- Having the conversations with key people
- Managing the ongoing review of learners at risk
- Determining roles, responsibilities and actions to be taken
- Having clear documentation

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**The following are a suggested series of actions carried out to support learner review and support:**

- A learner review and support team is set up with key roles described
- This team is scheduled to meet regularly with meetings published in the calendar
- Documentation is maintained between the team and the teacher(s) The parameters of intervention and support are clarified
- Relevant resources are identified and set within particular timeframes.

**The following is a suggested series of steps for the running of the review and support processes:**

- The teacher completes the site-determined paperwork for having the student considered at the site based intervention team meeting
- The site team meets with all relevant site based personnel, eg school counsellor, special education teacher, representative/s of school leadership, teachers.
- Learners referred to this team are discussed and actions determined and documented. Actions may be either involving the learner in existing school programs or referring the learner to regional support services.
- If a referral to regional services is being considered, a pre-referral conversation is held with the regional support services
- If referral to regional support services is confirmed, this is discussed with the learner's parent, consent is obtained and the referral is activated
- If the issues are complex, the student's name is added to the list of students to be discussed at a team meeting of the regional service providers. Team meetings of regional service providers may be *ad hoc* or regularly scheduled depending on the complexity and size of the site and/or frequency of the need.

## **Wave Three: DECD Student Support Services Learner Referral Process**

**PURPOSE: For the DECD Student Support Services teams to support sites by:**

- **Having conversations with key people about the needs of identified learners to establish subsequent steps.**
- **Determining with site teams the priority for service and timelines for responding to the concerns.**
- **Providing quality assessments and in partnership with site staff and caregivers developing effective interventions.**
- **Working in ways that build sites' capacity to effectively support students.**

The following are a series of suggested steps to effectively direct regional resources to highest priority student:

- Manager DECD Student Support Services meet with their teams to build strong communication links among service providers.
- Time is established where the needs of sites can be discussed so that there is a coordinated approach among service providers
- Service providers identify and access non DECD services and agencies to enable a holistic response to students' needs.
- Resource allocation processes are targeted to improve student learning outcomes.
- Regular review processes are established to enable informed, timely and effective interventions.



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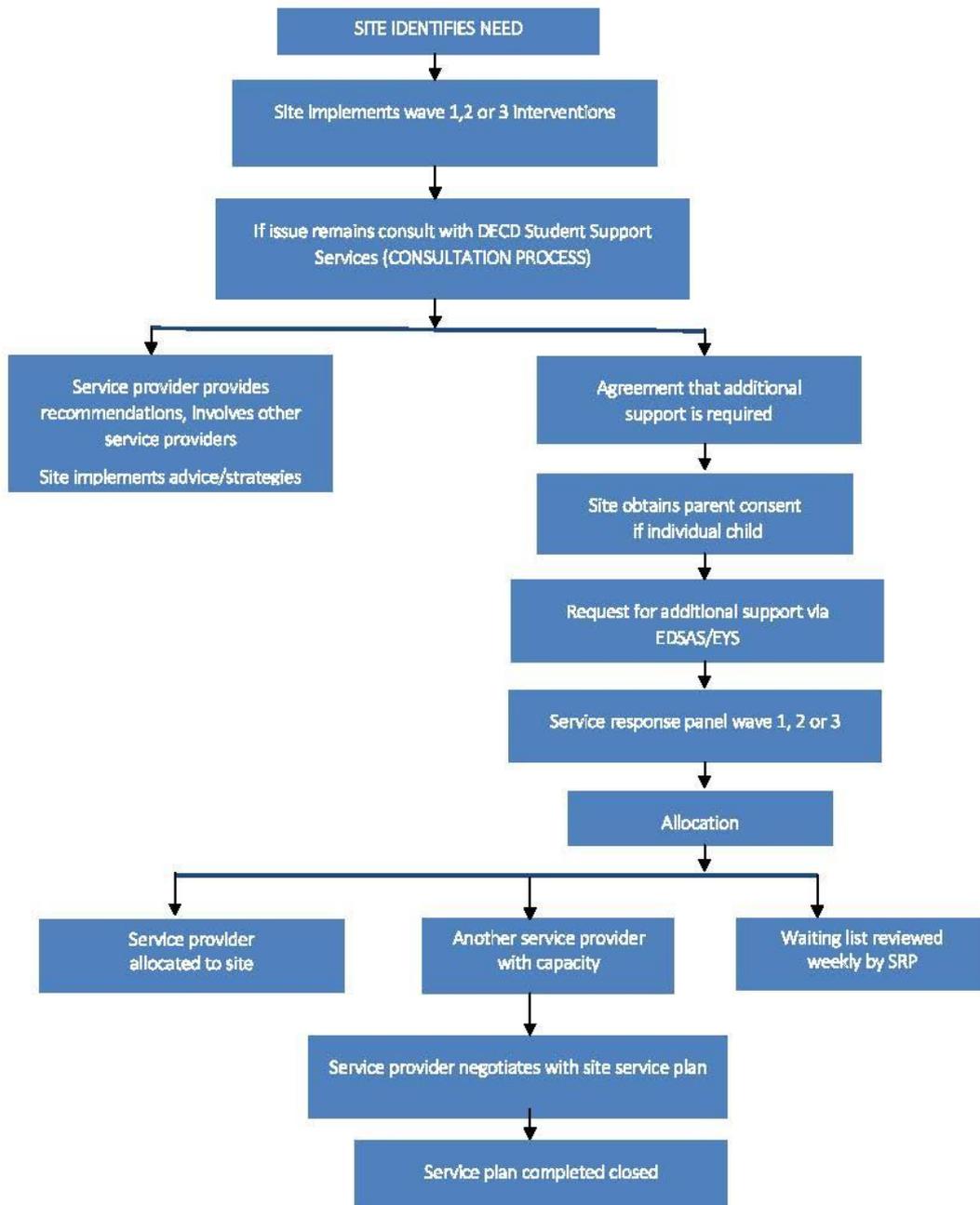
## POLICY REVIEW

This policy shall be subject to review on a needs basis but no greater than a five year period. A basis for review will generally arise from curriculum renewal or changes to DECD or IBO requirements. The review team shall include the Executive Group and the Curriculum and Coordination Committee.





### Accessing Student Support Services – flow chart for sites



1 | Accessing Student Support Services flowchart for sites – January 2017

