



Hillcrest Primary School Disability and Inclusion Policy

Hillcrest Primary School is an inclusive and creative environment where each child and adult is valued and able to learn, play, socialise and achieve academically to a high standard. In line with SA legislation, The Disability Discrimination Act 1992, Disability Standards for Education 2005 and the United Nations Rights of the Child, we acknowledge that:

- discrimination on the grounds of disability is an offence,
- inclusive schools welcome and celebrate diversity in ability as well as in cultural, racial, ethnic and social background,
- students with a disability are entitled to an education in the least restrictive and most normalised setting feasible, and
- inclusion within the mainstream school be the aim.

Our school site covers a wide area, has a lift to access the upper floor and ramps to all entrances. Where necessity requires students to move around the site, extra handrails are fitted where needed and students with a physical impairment have access to the lift and disabled toilet. Sound field systems connected to interactive whiteboards are installed in every teaching space along with soundproofed walls. Teachers are trained in the use of FM (Frequency Modulated) systems. Teachers or professionals with specialist training are employed to support students who are deaf or hard of hearing and/or run intervention programs for students with learning difficulties, speech delays or developmental, physical and intellectual disabilities.

Vision:

Hillcrest Primary School recognises that students with a disability are made up of the following categories: autism/Asperger disorders, global developmental delay, intellectual, physical, sensory disabilities (hearing or vision), speech and/or language disability. We understand the importance of early identification of children with developmental, physical or learning difficulties and that early intervention programs are vital if these children are to have the foundation experiences essential for future learning. (See *Terms of Reference*).

Multidisciplinary teams will assess all young children with a disability or learning difficulty from the time of identification of a problem and plan individual educational programs as a result of the assessment. Parents will be fully consulted about and involved in all stages of assessment, planning and placement for their child with a disability or learning difficulty. Integration of children into mainstream settings should begin prior to school so that the basis of peer acceptance on school entry is established.

The school's desire is to enrich the lives of all our students by pursuing an inclusive environment towards all students which reflects the diversity of our community and our school values of respect and responsibility, care and compassion, honesty and trustworthiness. In addition to this, the school places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.

This policy gives a framework to encourage respectful partnerships between teachers, parents/carers, advocates, services providers and outside agencies so that:

- Educational and social outcomes for students with disabilities are improved.
- Teachers' capacity to accommodate diverse groups of students are extended.



- The process for planning an appropriate curriculum for a student with a disability is a shared one.

Aims:

- To equally value and encourage all children.
- To ensure that all children with disabilities are educated based on **curriculum needs** rather than the description of disability - disability alone does not necessarily determine special educational provision.
- To provide equal access and opportunity to the curriculum for all students and ensure every student has access to the full range of programs offered.
- To foster positive attitudes towards disability within our community.
- To address the needs of children with disabilities on admission to school by liaising with pertinent outside agencies, parents and previous education providers.
- To develop and maintain on-going systems within the school to identify students who may need extra support.
- To ensure money allocated through disability funding is used to benefit students with a disability by providing resources and support based on their individual needs.

Welfare Awareness:

- Staff and students are to be made aware of disability, understand its effects and support students with a disability to take part in school life.
- Training and development for staff will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Anti-Bullying & Harassment Policy, Code of Conduct, parent and staff handbooks will be updated to reflect inclusiveness and the difficulties faced by students with a disability.
- The school will initiate regular communication with families and staff in regard to students' progress, behavioural issues and the effects of any medication.

Actions:

The school community will:

- Educate and develop prospective students to the best of their potential and in line with the general standards achieved by the students' peers.
- Abide by their legal obligation to make reasonable adjustments to enable students not to be disadvantaged because of their disability.
- Provide auxiliary support or programs such as classroom assistance, sound field systems, speech and language programs or auxiliary aids e.g. laptops or hearing FM systems.
- Ensure that children with a disability have their full entitlement to interagency visits, provisions and education support options which may include:
 - Departmental Student Support and Disability Services,
 - targeted support processes,
 - modification of facilities and equipment,
 - school programs and funding



- Take such advice and require such assessments and recommendations that may be appropriate in assessing any student for intervention outside of mainstream classes.
- Provide children/staff with access to outside agencies that will support and advise them on a regular basis.
- Follow DECD guidelines and procedures to enable all children with disabilities to have equal access to school, regional and national assessments, for example NAPLAN.
- Provide equal access to all school activities for students with a disability, within the constraints of the physical nature of the site and the health and safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.
- Complete Individual Risk Assessments for students with a disability engaged in school excursions, camps or visits.
- Make provisions for children unable to participate in activities such as playtime, as a result of weather or illness. Generally all children are encouraged to take part in all aspects of school life.
- Review the school's Disability and Inclusion Policy every three years.

Teaching Staff will:

- Be made aware of those students with a disability or Special Educational needs and the strategies required to make "reasonable adjustments" within mainstream or unit classrooms so as not to place students with a disability at a substantial disadvantage in accessing the curriculum.
- Adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in student learning plans.
- Ensure that the implementation of reasonable adjustments to classroom management, teaching and expectations, does not prejudice the progress of other students, nor their health and safety.
- Ensure that children requiring specific work to improve their mobility will have access to additional gross/fine motor skills sessions.

Support Staff:

- may liaise with parents on day to day issues such as socialisation, behaviour, coping skills etc. but will refer parents to the classroom teacher for discussions relating to curriculum issues and learning concerns.
- Children will be given the opportunity to work with different support staff so they do not become too dependent or familiar with just one person or one approach.
- SSOs employed for classroom support will be utilised to work in classrooms to support learning and accessibility for children with a disability or learning difficulty under the direction of classroom teachers.

Inclusion and Mainstreaming Process:

- The Principal will make decisions about placement of integrated students in Term 4 of each year. Decisions will be made in consultation with the leadership team, Disability



Service providers, DECD Support Services and class teachers to best meet the social and academic needs of all children concerned.

- In determining intervention and inclusion programs, children with a disability will be assessed by accredited personnel using evidence or research based assessments such as the PARC (Placement Assessment Readiness Checklist for hearing impaired children), MARCOF (Mainstream Assessment of Readiness for Children over Five), Meadow-Kendall Assessment (social emotional wellbeing assessment) and school-wide assessments (Running Record levels, PAT-R assessments, EALD writing levels and NAPLAN results).
- Parents will be informed of their child's placement and intervention support for the following year, as soon as practicable after placements have been finalised.
- An informal transition/familiarisation process will be implemented towards the end of the year to prepare integrated children for the year ahead.
- Social stories will be put together at the end of each year where appropriate and relevant to prepare children for the year ahead.

Terms of Reference:

Learning Difficulties: The Department for Education and Child Development has separated students with disabilities from those with learning difficulties for the purposes of funding. This is because they consider that with good teaching, learning difficulties can be overcome but a disability stays with the student permanently, thus requiring ongoing funding support.

Integration: A broad term used to refer to a student's attendance at, or participation in activities at, a regular school.

Inclusion: Inclusive education is based on the philosophy that schools should, without question, provide for the needs of all of the children within their communities whatever the level of their abilities or disabilities.

Mainstream: Students are mainstreamed while they are enrolled in or participate in a regular class.

Consultation with staff: October, 2014

Ratified by Governing Council: