

EDGEWORTH PUBLIC SCHOOL

INCLUSION POLICY



1. Purpose

The policy explains Edgeworth Public School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Edgeworth Public School strives to provide a safe, inclusive and supportive environment for all students and members of our school community.

2. Definitions

Inclusive school: an inclusive school uses its best efforts to cater for all children in its community. it respects diversity in ability as well as cultural, racial, ethnic, gender, religious and social backgrounds.

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, religion etc.

3. Aims

Edgeworth Public School's inclusion policy is designed to respond constructively to the needs of educationally disadvantaged and marginalised students. We aim to promote locally negotiated responses to student, family, and community needs through effective community engagement processes and inter-agency collaboration. Our commitment is to embed inclusive education practices in all policies and initiatives, ensuring high-quality education for all students by accommodating their individual needs. By fostering an inclusive environment, we strive to support every student's learning journey and overall well-being.

4. Responsibilities and obligations

Supporting inclusion in our school community is a shared responsibility of every member.

4.1 For School Leaders

- Include an Inclusion role in the school's Roles and Responsibilities document - the Inclusion role is to oversee inclusive practices and entails supporting teachers and education support staff in their knowledge of how to best cater to all students of varying abilities, cultural, racial, ethnic and social backgrounds.
- Appropriate professional development will be provided to all staff, and where possible, the school community.
- The school will source required resources as appropriate to particular needs as they are identified to support each student.
- Appropriate Aboriginal perspectives will be integrated into the curriculum.
- Dedicated Aboriginal Education and EAL/D teaching and support staff employed.
- Celebrate diversity.

4.2 Learning & Support Team (LaST) Coordinator

- Complete applications for Integration Funding Support in a timely manner for eligible students.
- At least one review meeting will occur per semester for each student receiving Integration Funding Support. This will include the class teacher, parents/carers, principal, LaST coordinator, and other educational support staff and agencies as required.
- All students with Individual Learning Plans (ILPs), Personalised Learning and Support Plans (PLaSPs) and Personalised Learning Pathways (PLPs) will have semesterly parent meetings to support the ongoing management of ILPs, PLaSPs, and PLPs, created by the classroom teachers with student and parent input.
- ILPs, PLaSPs, and PLPs will be created using the SMART goals procedures: Specific, Measurable, Achievable, Relevant and Time based.
- ILPs and/or PLaSPs must be developed and regularly reviewed for the following:
 - Integration Funding Support students
 - English as Additional Language/Dialect (EALD) students
- ILPs and/or PLaSPs may be developed and regularly reviewed for the following:
 - Students with a diagnosed disability but not funded through Integration Funding Support
 - Students with behavioural challenges but not funded through Integration Funding Support
 - Students with severe emotional and social needs but not funded through Integration Funding Support.
- PLPs must be developed and regularly reviewed for the following:
 - Aboriginal and/or Torres Strait Islander students.

4.2 For Teachers

- Appropriate classroom resources to be put in place for students as soon as the student is enrolled.
- Resources will continue to be sourced as new needs are identified to meet the needs of each student.
- The class teacher is responsible for program development, with assistance from the Learning and Support Team (LaST).
- Opportunities for discussion with all students will be encouraged to promote a greater understanding, respect and acceptance of diversity.
- Visuals, sensory equipment, mini breaks, slope boards, noise cancelling headphones, use of computer technology, coloured paper etc will be utilised as required to support identified student needs.
- Individual learning plans must be developed and regularly reviewed for identified students.
- Adjustments must be made to all school activities to enable every child to access all activities, excursions, camps and other programs that are offered by the school.
- Every student will be provided with a curriculum based at their level.
- Review recommendations by professionals for students in their class.
- Maintain regular communication with the families of students they support. This can be through phone, email, face to face or School Bytes.
- Intervention teachers will work collaboratively with the class teacher to target identified needs to support student improvement.

4.3 For Student Learning and Support Officers (SLSOs)

- Responsible for implementing the program developed by the teacher and adjusting delivery to best support the needs of the student.

4.4 For the NSW Department of Education and external agencies

- Edgeworth Public School will continue to implement the latest policies from the NSW Department of Education.
- The school will liaise with Early Childhood Intervention Services to support students with a disability before the commencement of school.
- Where needed, the school will work with health professionals including speech therapists, occupational therapists, psychologists, and paediatricians to support all students' needs.

5. Review

The principal or delegated staff will review this policy annually.

5.1 Review Date

This document was created on 14 June 2024.

Next review date is 14 June 2025.

Created by: Zachary Morton

Signature:



Date: 14 June 2024

Principal Name: Rebecca Baird (Rel.)

Signature:



Date: 14 June 2024

Reviewed by:

Signature:

Last review date:

Date	Version Number	Details	Authorised by	P&C Ratified
14/06/2024	1.0	Initial implementation of new policy.	Zachary Morton EPS	Yes 17/06/2024