

Spensley Street Primary School

INCLUSION POLICY

Rationale

Spensley Street is a school where the social, emotional, educational and physical needs of all students are uppermost. It is a school that encourages respect for diversity in ability as well as cultural, racial, ethnic and social backgrounds and is based on the notion that we will work towards providing for the needs of all students in our community.

Definition

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 and social background.

Principles

- SSPS Teaching & Learning Policy is the basis of this document.
- Every student has the right to attend his or her local school provided adequate resourcing is made available.
- All students have their own learning styles.
- The notion of inclusiveness underpins the policy.
- Additional resources and services should be funded by DET and made available to the school.

Goals

- That students with additional needs are successful learners and that they have access to curriculum in a mainstream school
- That the needs of individual students, in the five developmental domains (cognitive, language, social, emotional, physical) are met
- That the community understands and accepts the notion of inclusiveness.
- That the inclusion policy and program benefits all students and the needs of one student are not seen as more important than another.

Strategies

- Appropriate resourcing is in place before the enrolment is confirmed.
- Program support groups (PSG) are an integral part of the enrolment process and the ongoing management of individual plans and programs.
- Once enrolled, PSG membership will include (at least) the class teacher, parents/carers, aide/s, principal or nominee. Others may be invited.
- As particular needs are identified, appropriate resources will be sought so that the school can continue to meet the needs of each child.
- The class teacher is responsible for program implementation with the support of aides.
- Responsibility and care for students with additional needs will be shared between home and school.
- Withdrawal of students for special sessions will be minimal and for specific purposes.
- Opportunities for discussion with all students in the home group/ area will be encouraged to facilitate greater understanding, respect and acceptance.
- Appropriate professional development is undertaken by teachers and aides and, where possible, made available to the school community.

References

- SSPS Teaching and Learning Program
- Student Code of Conduct
- Healthy Relationships Policy
- SSPS Curriculum Policies
- Equal Opportunity Policy
- Camping Policy
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Date accepted: 2002

Review date: 2007