

Integration Policy

Rationale

Integration offers students with additional needs access to education in a mainstream school setting. An inclusive Integration Program maximises student's participation in the full range of programs and caters for their individual needs. A quality Integration program provides support services and appropriate resources including opportunities to establish positive, meaningful relationships and interaction with their peers and staff.

1. Guidelines

- 1.1 Weeden Heights Primary School is committed to the provision of an inclusive integrated program.

2. Implementation

- 2.1 Weeden Heights Primary School will follow the guidelines of the Disability Standards for Education 2005 and the Rights of Students' under the Disability Discrimination Act 1992, the Equal Opportunity Act 1995, the DET Disability Action Plan 2009-12, the annual DET Program for Students with Disabilities Guidelines and the WHPS Student Engagement and Wellbeing Policy
- 2.2 Students with additional needs may be enrolled in our school and participate in regular school classrooms and programs if after consultation with the Principal, Program for Students with Disabilities (PSD) /Integration Coordinator and/or School Psychologist, we have the capacity to provide appropriate programs, specialist support and resources for them
- 2.3 The school site, facilities, available resources and personnel will be considered by the Principal and PSD Coordinator before enrolment of a student with additional needs is completed in order to ensure the student will derive benefit from and develop in this school setting
- 2.4 Enrolment of students with additional needs will be beneficial if their needs can be met through the school's current resources, or through new resources provided by DET and NEV. Only if adequate ongoing resources are available, can the integration of students with additional needs be successfully achieved
- 2.5 Priority will be given to students enrolled full time at Weeden Heights Primary School, particularly when they reside within the school's immediate locality
- 2.6 The number of students integrated into any one class and level will be limited in consideration of the needs of all students and in consultation with the appropriate staff and Principal
- 2.7 Students may be excluded under the Equal Opportunity Act 1995 (if applicable)
 - 2.7.1 If the student's disability requires services or facilities which cannot be reasonably provided or are unavailable
 - 2.7.2 If there is a likelihood of injury to others or substantial risk that they would injure themselves
 - 2.7.3 If they interfere continuously with other student's learning

- 2.7.4 If the student could not derive benefit from the educational program even after the provision of special services
- 2.8 Following enrolment, the Principal, PSD/Integration Coordinator and class teacher will establish a Student Support Group (SSG) and meet to discuss programs, student placement and to provide opportunities for the most appropriate transition
- 2.9 Parents of students with disabilities or additional needs will be provided with information about our Program for Students with Disabilities and, if applicable, the process for applying for funding
- 2.10 The Integration Coordinator coordinates the application for funding, SSG meetings, program budget, the Multi-Disciplinary team including Education Support staff, referrals and staff professional learning
- 2.11 In consultation with parents and/or staff, the PSD/Integration Coordinator will consider, as appropriate, opportunities for:
- 2.11.1 Applying for funding through the Program for Students with Disabilities, including reappraisals or reviews
 - 2.11.2 Assessing the students educational requirements
 - 2.11.3 Identifying strengths and needs
 - 2.11.4 Convening with parents and staff as required
 - 2.11.5 Identifying resources and support required
 - 2.11.6 Developing an Individual Education Plan
- 2.12 The appraisal process for an application for funding will occur at the earliest opportunity to provide maximum potential for applications to be successful, and to ensure smooth transition for new students into our school setting
- 2.13 The SSG will follow the guidelines and structure outlined in the 'Program for Students with Disabilities Handbook' and will advise all members of the SSG of the most appropriate program and resources which will best meet the educational needs of the student. The group will:
- 2.13.1 Identify the educational, physical, emotional and social goals for each student
 - 2.13.2 Determine the most appropriate teaching and learning strategies and programs to meet the student's needs
 - 2.13.3 Provide a flexible approach in providing the most appropriate program and resources
 - 2.13.4 Use the PSD funding flexibly to support the student reaching the desired goals and targets
 - 2.13.5 Be committed to a team approach and foster strong home school partnerships and relationships
 - 2.13.6 Be proactive in developing and ensuring independencies and NOT creating new dependencies
 - 2.13.7 Meet once per term or more regularly if required and make recommendations for future planning and provision. 3 Way Partnership meetings held mid-year may replace a SSG
 - 2.13.8 Establish achievable goals and review the Individual Education Plan
- 2.14 Staff has a responsibility to provide an environment that ensures all students are valued and cared for, feel part of the school and engage effectively in their learning and experience success
- 2.15 Staff will actively encourage a belief in equality and value differences. They will be mindful and sensitive that no action should occur which could identify or label integrated and special needs students. Every effort will be made by staff to encourage inclusivity and to deliver an inclusive program
- 2.16 The development of the student's independence should be a priority

- 2.17 Education Support Officers(ESO) staff may be employed by the school to support the class teacher to enable the teacher to implement the Individual Education Plan and program for the student with additional needs or disability. ESO staff are attached to a class or level not to a student
- 2.18 Teachers in consultation with the Integration Coordinator and allied health professionals/school based therapists are responsible for the planning and delivery of the program. Education Support Officers are directed by teachers and assist the class. They do not liaise directly with parents regarding educational programming or student outcomes
- 2.19 The school may engage private therapists and/or DET support services to provide support to staff, parents and students with additional needs
- 2.20 Parents of students with additional needs are not permitted to engage private therapists, other than those employed by the school, to work with students within the school setting
- 2.21 All staff should have the opportunity to attend professional learning to enable them to support and cater for the student with additional needs or disability

3. Resources

- 3.1 This Policy is underpinned by the:
- a) Child Safe Policy.

4. Evaluation

- 4.1 The Education Sub Committee and Weeden Heights PSstaff will review the effectiveness of the school's Integration Policy on a cyclical basis in accordance with DET guidelines.