



Inclusive Education Policy

This policy was approved by the Leadership Team in February 2023. It will be reviewed again no later than three years from the date of approval.

PRESHIL VALUES FRAMEWORK	1
PRESHIL VISION STATEMENT	1
DIVERSITY AND INCLUSION AT PRESHIL	1
INTERNATIONAL BACCALAUREATE	2
VCE VM (VOCATIONAL MAJOR) PROGRAM	2
SECONDARY SCHOOL	2
COMMITMENT TO CHILD SAFETY	2
RATIONALE	2
NCCD (Nationally Consistent Collection of Data)	3
ROLES AND RESPONSIBILITIES	3
Responsibilities of the School	3
Inclusive Education Team	3
STAFF RESPONSIBILITIES	4
The Inclusive Education Leader (Whole School)	4
The Inclusive Education Coordinator (PYP):	4
The Inclusive Education Coordinator (MYP):	5
The Inclusive Education Coordinator (Year 10 Transition, VCE VM and DP):	5
Learning Assistants (all programmes):	6
The Student Services Team	6
The Student Wellbeing Team	6
The Programme Coordinators	6
Primary Years Programme (PYP):	6
Middle Years Programme (MYP):	7
Universal Inclusive Practice requirements:	8
Individual Education Planning Flowchart	9
Individual Education Plans (IEP)	10
Inclusive Education Referrals (new referrals)	11
Modified Programming	11
Modified Learning in Year 10	11
Camps and Excursions	11
Responsibilities of Students	11
Responsibilities of parents and legal guardians	12
SCHOOL BASED EDUCATIONAL ASSESSMENT	12
Responsible Access	13
Physical Accessibility:	13
CONFIDENTIALITY AND PRIVACY	14
SSG Minutes:	14

IEPs:	14
Access to External Allied Health Supports within the school setting:	14
RELATED POLICIES	14
RELEVANT LEGISLATION	15
POLICY REVIEW PROCESS	15
Process of staff consultation on draft policy documents	15
Working group reconvened to address staff input	15
POLICY ACCESS AND REVIEW	15
APPENDIX 1 Student Services Group Meeting Guidance	16
Template for SSG Meetings	19
APPENDIX 2 Sample Permission Letters	20
Sample Permission Letter for Adjustment:	21
APPENDIX 3 Checklist for Audit of Accessibility:	22
APPENDIX 4	27
Guidance on Allied Health Professionals	28

INCLUSIVE EDUCATION POLICY

PRESHIL VALUES FRAMEWORK

We treat each other with respect and kindness.

We have the courage to grow and improve, and

We are a community that collaborates.

PRESHIL VISION STATEMENT

At our core remains an unshakeable commitment to encouraging all children to set and achieve their own goals and to be respected as individuals in their own right. This is a commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.

DIVERSITY AND INCLUSION AT PRESHIL

As a child safe organisation and an IB continuum school, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all. We recognise that every child has unique skills, strengths and experiences to draw on. We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs.

Particular attention is given to the child safety needs of First Nation students and their families, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability.

INCLUSIVE EDUCATION

- ensures that students with disability are not discriminated against and are accommodated to participate in education on the same basis as their peers.
- acknowledges and responds to the diverse needs, identities and strengths of all students.
- occurs when students with disability and additional needs are treated with respect and are involved in making decisions about their education.

- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment.
- contributes to positive learning, engagement and wellbeing outcomes for students.
- acknowledges communication is essential for a student's social interaction, learning and participation and
- values all forms of student communication, including verbal, nonverbal, and augmentative and alternative communication.¹

INTERNATIONAL BACCALAUREATE

Preshil offers a truly contemporary, global-minded approach to education. As an International Baccalaureate (IB) Continuum School, our accredited **IB Primary Years, Middle Years and Diploma Programmes (PYP, MYP, & DP)** align with the school's focus on intellectual challenge, inquiry and research based learning. These programmes accommodate individual choice and independent learning and encourage students to develop the courage to question, to find their own voice and to become responsible and active global citizens beyond the classroom.

The International Baccalaureate (IB) provides guidance and pedagogical design to support inclusion through their Access and Inclusion Policy 2022. Preshil staff embed access arrangements when planning educational experiences, learning and inclusive arrangements when assessing learning so that all students are capable of demonstrating their level of attainment, in response to, and in line with this guidance.

The IB Inclusive Access Arrangement: Decision Pathway and the NCCD Model Diagramme are cross referenced to ensure all requirements are met when planning and implementing inclusive education at Preshil.

VCE VM (VOCATIONAL MAJOR) PROGRAM

The VCE VM Program is committed to embedding inclusive education for all students with disability and additional needs. An inclusive education system enables all students to be welcomed, accepted and engaged so they can participate, achieve and thrive in school life.

SECONDARY SCHOOL

At the secondary school, Blackhall Kalimna, we challenge our young people to question, to act, to speak out and grow into thoughtful, informed and articulate adults. We support them to achieve their best in whatever goals they set. Our teachers are extraordinary educators who strive to provide meaningful, rich and wide ranging learning experiences for all children.

PRIMARY SCHOOL

The Junior School at Arlington provides cottage-style classrooms, meandering in a semi-rural landscape, scaled to fit the needs and imagination of children. Under a canopy of trees, children tend to a menagerie, vegetable patches and play amongst self-built cubby spaces. The unhindered development of our children, academically, socially and emotionally, is the Preshil mission. It's also our greatest achievement. A child's potential is theirs to discover. Preshil will help them find it.

¹ See DET policy on [Students with Disability](#)

COMMITMENT TO CHILD SAFETY

All children attending Preshil School have a right to feel and be safe. The welfare of the children in our care will always be our priority. Preshil is committed to the principles of cultural safety and inclusion of children from diverse backgrounds and to the safety and inclusion of children with disability, and we recognise that these principles support the safety of all children.. All actions and programs will maintain high ethical standards and comply with child safety standards and child protection reporting guidelines.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified we treat these seriously and respond promptly and thoroughly.

RATIONALE

Inclusive Education at Preshil is designed to identify the various barriers to learning and engagement and remove these, so that students can access programmes to meet their potential.

- Differentiation is designed and implemented to meet specific targets, with input for these learning designs provided through various stakeholders, including teachers, parents, students and allied health professionals and coordinated by the Inclusive Education Team.
- Individualised plans are created to ensure accessibility. These plans are reviewed for their effectiveness through an ongoing cyclical process to ensure their currency.
- Preshil classroom pedagogy is inclusive and enacts universal designs for learning to ensure all abilities are catered for through general practice and within the classroom setting.
- Smaller class sizes and added support through Learning Assistants allow students to be extended at their own pace along their own learning trajectory.

NCCD (Nationally Consistent Collection of Data)

In Victorian Independent Schools, such as Preshil, the National Consistent Collection of Data on School Students with Disability (NCCD) records data on students who present in the education system with various disabilities requiring adjustments to access education and, provides guidelines to ensure these adjustments are made in line with the Disability Discrimination Act 1992 (DDA) definition of disability and the Disability Standards for Education (DSE). The systems and requirements of the NCCD guide the management of students with a disability at Preshil. These systems are designed and managed through the Inclusive Education Department who disseminate vital guidance and planning to teachers for implementation in their classrooms.

ROLES AND RESPONSIBILITIES

Responsibilities of the School

Inclusive education is the responsibility of the whole school, with various staff members aligned to specific tasks to ensure that student needs are managed in a manner which does not isolate or alienate the student.

Inclusive Education Team

The Inclusive Education Team is made up of:

- the Inclusive Education Leader
- the Inclusive Education Coordinators

- Learning Assistants

The Inclusive Education Team is responsible for:

- supporting the implementation of the IB Access and Inclusion Policy
- supporting the management of NCCD processes and procedures and managing the specific paperwork required as evidence of the implementation of these processes.
- managing communication between stakeholders and teaching staff to ensure the fidelity of programmes
- advocating for all students in reaching their academic potential
- the provision of guidance and support to teachers and students in accessing inclusive arrangements and the curriculum.
- the provision of educational assessments to support parents in identifying specific learning needs, and to guide teachers in planning to meet these needs
- supporting enrolment systems to ensure students with extra needs are transitioned into the learning space with proactive support for inclusion.
- the provision of in class support to provide individualised access in the inclusive setting.
- extra-Curricular support to enhance access, where required
- working with the rest of the Student Services Team to ensure inclusive education is targeted to meet the educational and social emotional needs of students in our inclusive setting
- timetabling Learning Assistants to meet support needs in various settings
- providing additional support for programme-specific requirements such as the Personal Project (MYP)
- providing support in the implementation of inclusive arrangements for internal and external exams (DP)

STAFF RESPONSIBILITIES

The Inclusive Education Leader (Whole School)

- oversees programmes and supports provided by the Inclusive Education Team.
- processes requests for accessibility tools, furniture or setting adjustments and updates to meet inclusive education needs.
- reviews provisions for accessibility into grounds and buildings with the Property Services Supervisor and Principal annually
- regularly communicates with Head of Campus to ensure the fidelity of programmes in meeting current teaching and learning needs
- attends Year Level Coordinators meetings, Pedagogical Leadership Meetings and Staff Meetings representing Inclusive education and advocacy for the consideration of all students' individual needs.
- designs professional learning experiences to improve teacher capacity for managing individual learning needs in the inclusive classroom.
- reports to the Principal in sharing and designing Inclusive Educational strategies and procedures

- attends staff meetings and curriculum planning sessions to ensure inclusion and access practices are being explicitly included in collegiate conversation.
- plans for, supports and mentors Learning Assistants in meeting the needs of students within the programme, including professional development, resource creation and extra-curricular activity development and support
- works with the Student Wellbeing Leader to ensure the social-emotional support systems are complementary to the inclusive arrangements being planned for and implemented within the classroom settings to manage the needs of the whole person.
- works with the Student Services Team to review academic and mental wellbeing systems and to plan whole school programmes to develop explicit, positive access and implementation of IB Learner Profile characteristics through wellbeing based activities.
- works with various stakeholders including school leaders to plan for individualised programmes where the work is required to be modified beyond the usual adjustments in order for students to experience success in line with the NCCD and DSE.
- coordinates the Inclusive Education Team in responding to support needs in Personal Projects
- responds to referrals for Inclusive Education support for enrolled students who have not yet been otherwise identified

The Inclusive Education Coordinator (PYP):

- coordinates the primary school response to inclusive education implementing the IB Access and Inclusion policy and NCCD processes and procedures.
- provides professional guidance and training for staff to support inclusive practice in the primary setting in meeting the NCCD legal requirements
- provides targeted in classroom activities to enhance learning outcomes for students who are identified as requiring extra support for access to learning.
- is responsible for the provision of educational assessments to support parents in identifying specific learning needs, and to guide teachers in planning to meet these needs
- attends staff meetings and curriculum planning sessions to ensure inclusion and access practices are being explicitly included in collegiate conversation.
- plans for, supports and mentors Learning Assistants in meeting the needs of students within the programme, including professional development, resource creation and extra-curricular activity development and support
- regularly meets with the Inclusive Education Leader and Inclusive Education Team to ensure the Inclusive Education systems are complimentary across the PYP, MYP and DP
- regularly meets with the Head of Campus PYP to ensure the design and implementation of inclusive education is meeting the schools strategic plan.
- regularly reviews and accesses wellbeing supports through the Wellbeing Team to compliment learning needs in the PYP

The Inclusive Education Coordinator (MYP):

- coordinates Year 7 to 9 NCCD management, including planning and processing for students within this cohort.

- supports coordination of the Year 7 Transition Programme with the Year 7 Coordinator in term 4 of the year prior to commencement.
- manages the transition of students who have identified extra needs into the MYP. This includes participation in enrolment interviews, initiation into the Inclusive Education Programme and pre-attendance support.
- attends staff meetings and curriculum planning sessions to ensure inclusion and access practices are being explicitly included in collegiate conversation.
- plans for, supports and mentors Learning Assistants in meeting the needs of students within the programme, including professional development, resource creation and extra-curricular activity development and support
- regularly meets with the Inclusive Education Leader and Inclusive Education Team to ensure the Inclusive Education systems are complimentary across the PYP, MYP and DP
- regularly meets with the Head of Campus Secondary and MYP coordinator to ensure the design and implementation of inclusive education is meeting the schools strategic plan.
- regularly reviews and accesses wellbeing supports through the Wellbeing Team to compliment learning needs in the MYP

The Inclusive Education Coordinator (Year 10 Transition, VCE VCE VM and DP):

- coordinates the Yr 10, 11 and 12 response to inclusive education implementing the IB Access and Inclusion policy and NCCD processes and procedures.
- provides professional guidance and training for staff to support inclusive practice in meeting the NCCD legal requirements
- provides targeted study support sessions to enhance learning outcomes for students who are identified as requiring extra support for access to learning..
- is responsible for the provision of advice for DP Inclusive Arrangement management including paperwork and external allied health based feedback/guidance
- attends staff meetings and curriculum planning sessions to ensure inclusion and access practices are being explicitly included in collegiate conversation.
- regularly meets with the Inclusive Education Leader and Inclusive Education Team to ensure that Inclusive Education systems are complementary across the PYP, MYP, DP and VCE VM program.
- regularly meets with Year 10 coordinator, DP coordinator and VCE VM Program Leader to manage systems required for access and inclusion.
- in Term 1, works with DP to complete paperwork for submission to IBIS to apply for Inclusive Arrangements for Year 12 exams in the following November.
- supports the coordination of the Year 9 to 10 Transition Programme, in Term 4 of the year prior to commencement.
- regularly reviews and assesses wellbeing supports through the Student Wellbeing Team to compliment learning needs in Year 10 the DP and the VCE VM Program.

Learning Assistants (all programmes):

- work within the classroom to support implementation of IEP strategies in the learning space.
- create resources to support access
- attend camps and excursions to support access and support management of safety risks.

- provide support to access inclusive arrangements in assessments. Eg reader/scribe
- are part of the Inclusive Education Team and managed by the Inclusive Education Leader
- support multidisciplinary and extra-curricular activities to support inclusion

All members of the Inclusive Education Team also participate actively in the Student Services Team.

The Student Services Team

The Student Services Team includes the Inclusive Education Team (Inclusive Education Leader, Inclusive Education Coordinators and Learning Assistants) and the Student Wellbeing Team (Student Wellbeing Coordinator and the Student Counsellor). The Students Services Team ensures the whole person is taken into account when managing inclusive education and in response to social emotional health and development. They review supports, systems and develops programmes to proactively develop healthy academic and mental wellbeing. They work together to re-enter students who have disengaged or been absent from school using a Return to School Plan

The Student Wellbeing Team

The Student Wellbeing Coordinator and/or School Counsellor provides referrals to the Inclusive Education Team where a student's access to learning has been impacted by social-emotional difficulties

The Student Wellbeing Coordinator works with the Inclusive Education Leader to plan and develop wellbeing based programmes incorporating the Berry Street Education Model and supports for executive function to support overall academic and social emotional wellbeing

The Programme Coordinators

Primary Years Programme (PYP):

The PYP Coordinator supports Inclusive Education by:

- recognising the unique and complex needs within the cohort and supporting systems to embed universal designs for learning in all PYP classrooms
- supporting, planning and implementation of a complex curriculum, which requires teachers to plan for differentiated needs including those above and below the standard curriculum
- providing regular time allotment for staff Professional Learning in coordination with the PYP Inclusive Education Coordinator to target identified needs.
- sharing insight, knowledge and information presented by parents, students and allied health professionals with the Inclusive Education Coordinator PYP to ensure student advocacy, and guides immediate response when managing the inclusive classroom space.

Middle Years Programme (MYP):

The MYP Coordinator supports Inclusive Education by:

- recognising the unique and complex needs within the cohort and supporting systems to embed universal designs for learning in all MYP classrooms
- supporting, planning and implementation a complex curriculum, which requires teachers to plan for differentiated needs including those above and below the standard curriculum

- providing regular time to meet with the Inclusive Education Coordinator to discuss and plan for development of consistent practice in managing responses to inclusive education based needs across the MYP
- working with the Inclusive Education Leader and relevant parties to plan for individualised programmes where the work is required to be modified beyond the usual adjustments in order for students to experience success

Diploma Programme (DP):

The DP Coordinator supports Inclusive Education by:

- recognising the unique and complex needs within the cohort and supporting systems to embed universal designs for learning in all DP classrooms
- supporting, planning and implementation a complex curriculum, which requires teachers to plan for differentiated needs including those above and below the standard curriculum
- providing regular time to meet with the Inclusive Education Coordinator to discuss and plan for development of consistent practice in managing responses to inclusive education based needs across the DP
- working with the Inclusive Education Coordinator to manage applications for Inclusive Arrangements and then supports coordination of enactment of these arrangements including opportunities to rehearse these across Year 11 and 12.
- where inclusive arrangements require access to extra resources, including human resources, the DP Coordinator shall be provided financial support from NCCD funding to engage professionals to meet this requirement.

VCE VM Program Leader

The VCE VM Program Leader supports inclusive education by:

- recognising the unique and complex needs within the cohort and supporting systems to embed universal designs for learning in the VCE VM classroom
- supporting, planning and implementing the VCE VM program curriculum, which requires teachers to plan for differentiated needs including those above and below the standard curriculum
- providing regular time to meet with the Inclusive Education Coordinator to discuss and plan for development of consistent practice in managing responses to inclusive education based needs in the VCE VM program.
- working with the Inclusive Education Coordinator to manage applications for inclusive arrangements and then supports coordination of enactment of these arrangements including opportunities to rehearse these across the VCE VM program.
- where inclusive arrangements require access to extra resources, including human resources, the VCE VM Program Leader will provide financial support from NCCD funding to engage professionals to meet this requirement.

Responsibilities of Teachers

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

- Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Teachers are required to:

- read Individual Education Plans and enact strategies specific to access in their subject areas without the student feeling isolated or alienated in this practice
- plan for differentiation to access and output in their programmes
- provide regular feedback to parents and stakeholders, in response to a students needs, to model teacher pedagogy, differentiation and success, and to plan for upcoming learning experiences when requested by Inclusive Education Coordinators
- explicitly acquire agreement from guardians under the support of Inclusive Education Coordinators and Programme Coordinators, referencing planned modifications prior to implementation.
- report any adjustments and/or modifications to programmes explicitly to parents in semester reports
- proactively guide Learning Assistants in supporting students in the classroom.
- refer students to the Inclusive education Leader where a learning or engagement issue has been identified

All teachers are expected to embed the following universal design for learning practices into their classroom to support inclusive learning.

Universal Inclusive Practice requirements:

1. **Explicit statement of Learning Intention:** Guidance provided to students around what is to be covered in a lesson and what they hope the student will learn through this process. Should include one or more ATL and an attribute of the IB Learner Profile which can be explored across the lesson
2. **Scaffolding** to assess prior learning so that students can be provided with the smaller steps to lead them toward mastery. Teachers need to be delivering a visual checklist to guide processing amongst other visual tools such as Graphic Organisers and worked samples.
3. **Opportunities to access and participate in collaborative learning experiences** which are inclusive for all students. Collaboration and peer interactions need to be explicitly managed so that all students are working with peers and groupings are designed rather than left to chance.
4. **Timely and relevant feedback** to acknowledge learning and continually guide learner processing and work output to excel and celebrate growth amid diversity

At Preshil, we recognise that students may have processing difficulties which impact executive function. The four universal design strategies listed here are intended to support all students in actively engaging with the curriculum.

Teachers are provided Professional Learning opportunities in staff meetings to discuss individual student needs and develop greater insight into specific learning disorders.

Teachers work in partnership with Inclusive Education Coordinators to plan for needs. They have access to regularly updated guidance around student needs through Student Services Group (SSG)

Meeting minutes and Individual Education Plans (IEP). Teachers and Coordinators discuss developing programmes and accessibility through meeting requests as required.

Inclusive arrangements are organised by teachers and with the support of Learning Assistants to ensure students are able to access assessments in line with reasonable adjustments included in their IEP.

Individual Education Planning Flowchart



Responsible Support Systems required by NCCD and in line with IB Access and Inclusion

- The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

INDIVIDUAL EDUCATION PLANS (IEPS)

An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students.

The IEP is created using the information from Student Services Group Meetings, allied health reports, the student and other stakeholders who are invested in seeing the student in accessing education to their potential. It contains advice around reasonable adjustments and strategies that teachers should use to impact accessibility.

In the PYP, student IEPs consist of:

- individualised targeted SMART goals are created and embedded by the teaching staff around key areas of learning
- a summary of professional advice and guidance as presented through allied health reports and parent feedback during SSG meetings,
- the Learner Profile is constructed and maintained by the Inclusive Education Coordinator.
- the goals and strategies for attaining these goals are managed by the classroom teacher

In the MYP and DP student IEPs consist of:

- individual access based goals managing the broad range of curriculum and social emotional wellbeing needs
- a summary of professional advice and guidance as presented through allied health reports and parent feedback during SSG meetings
- the IEP is constructed by the Inclusive Education Coordinator

Student Services Group (SSG) Meetings

The Student Services Group meeting is designed to bring together parents, allied health professionals, students (where appropriate), teachers and key people within a students' life to develop agreed understandings and responses to a students' behaviours, needs, communication skills and learning needs.

It is primarily a forum through which a teacher is given access to information about a student's unique and diverse presentations that otherwise may not be known to educators.

Prior to SSG meetings teachers are required to provide feedback around a students current goals, the provision of adjustment or inclusive arrangements and successes and challenges being currently managed. Feedback from teachers is requested via a live google doc a week prior to the meeting where possible, or provided in retrospect if the meeting has been urgently organised and the time allowance less than a week. Requesting and collation of feedback is the responsibility of the Inclusive Education Coordinator. Feedback is the responsibility of the classroom teachers (PYP), and with all subject teachers (MYP and DP).

Guidelines to support meeting norms and expectations so that the roles of meeting members and the intention of these meetings have been clearly defined no matter who is chairing the meeting. ([APPENDIX 1](#))

INCLUSIVE EDUCATION REFERRALS (NEW REFERRALS)

In the event that a student is identified as having difficulty accessing learning and/or engagement a referral is completed by the teacher through Compass based chronicle provision.

The Inclusive Education Leader will review this referral and explore learning behaviours through in class observations, teacher feedback and work output samples.

The Programme Coordinator will contact parents to discuss learning observations and request contact be made with the Inclusive Education Coordinator of the related Programme.

Permission to complete a school based Educational Assessment after which an SSG meeting will be held to discuss planning to meet individual needs and create an IEP if required

Modified Programming

Where the standard curriculum is not accessible by students after reasonable adjustment has been provided, teachers should arrange to meet with the Inclusive Education Coordinator to review adjustments and assess whether modification should be provided. After a plan for Modification has been created, approval from the Programme coordinator and parents should be gained to ensure transparency. (APPENDIX 2)

A student in the MYP receiving significant modification to access learning should be reviewed each term through an SSG meeting and planning of an alternative programme should be approved in each subject where modification is applied.

Modified Learning in Year 10

If a student is not able to access learning at Year 10 level to complete work to the MYP standard, they should be reviewed to support a modified programme. These highly individualised programmes need to be constructed by the Inclusive Education Coordinator, represent advice and guidance of the SSG team and careers counsellor and supported by subject teachers.

A modified Year 10 programme will require acknowledgement of support from parents/guardians, the Head of Campus and the Principal.

Camps and Excursions

Reasonable Adjustments should be taken into consideration when completing risk assessments for all camps and excursions. The Camp Coordinator should review plans and management of medications for students who have any of the following:

Asthma, Anaphylaxis, Sleep disorders, Dietary intolerances, Diabetes, Epilepsy

Information regarding inclusion and management of these illnesses should be provided to the camp and the the Teacher in Charge at camp to support managing these needs

The Camp Coordinator and Inclusive Education Coordinator should hold SSG planning meetings for students who present with students and parents to plan support around extra needs when the camp involves physical barriers that need to be addressed as a result of a physical, social emotional or sensory based disability, including:

- Cerebral Palsy, vision and/or hearing impairment, hypermobility, vertigo, anxiety, mobility issues

Responsibilities of Students

- Students as lifelong learners (0402)
- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
- Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Student advocacy and voice is a key part of developing and enacting the IEP. Where possible students are encouraged to join into SSG meetings and articulate their learning preferences and challenges. They are supported within the classroom by teachers and Learning Assistants and are actively invited to engage with these supports. Students are encouraged to explore personal inquiries and to discuss individualised accommodations and adjustments to ensure they are maximising their learning potential.

Systems to support students input, feedback and engagement include:

- SSG attendance
- Meetings and check ins with Inclusive Education Coordinators
- Options to reach out for support via email, chats and services
- Student counselling options
- Regular teacher based feedback
- Support through level coordinator systems to explore work output and engagement through wellbeing based meetings

RESPONSIBILITIES OF PARENTS AND GUARDIANS

Parents and Legal Guardians support Inclusive Education by:

- providing an Applicant Profile outlining historical learning strengths, interests, challenges, hopes and aspirations
- disclosing historical diagnosis, learning needs and illnesses during the enrolment process providing documentation to support building a learning profile which has access to historical information and can be used to support IEP development
- providing ongoing information and contact to the school with Allied Health Team
- being familiar with the Inclusive Education Policy and the systems profiled within it.
- actively seeking contact with teachers, leaders and Inclusive Education support to discuss changes in student needs and new diagnosis
- participating in SSG meetings in line with NCCD requirements.
- receiving and responding to SSG minutes to support documentation held within.

- attending to return to school planning where a student has experienced disruption in learning due to a medical or mental health episode or school refusal

SCHOOL BASED EDUCATIONAL ASSESSMENT

The prime function of undertaking educational assessments is to review relative academic strengths and challenges of a specific student. This information can be used to then guide strategies for learning in the classroom. All tests are completed by qualified Inclusive Education Coordinators who have permission to administer these assessments.

These assessments may identify if testing with an external practitioner is required, and guide parents/carers as to the best direction to pursue this. It is important to remember that these tests are not diagnostic. They screen student responses to identify whether further testing is required.

The results will also provide vital information to parents about their child's learning

Upon completion of the assessment, results and recommendations will be formalised in a written report created by the Inclusive Education Coordinator and reviewed with parents/carers through a formalised SSG meeting

The Screening tests include:

The **CELF5** Screening Test is an individually administered clinical tool designed to screen students aged 5 years 0 months through to 21 years 11 months for language disorders. Specifically, this test is designed to assist in the identification of students who may need in-depth assessment of their language abilities. The test **does not identify specific strengths or weaknesses in language**, nor the degree of impairment of language abilities; neither is it designed to provide a diagnosis of language disability.

The purpose of the CELF5 screen is **to identify students who may need to be referred for a full language assessment, with a Speech Pathologist**. This will be the recommendation if the student's language abilities appear to be inadequate for his or her age.

The **KBIT-2** is a brief, individually administered test which measures verbal and nonverbal intelligence. It offers a reliable measure of intelligence and, in this circumstance, is used to identify high risk children who require subsequent in-depth evaluation.

The test is divided into two different skill areas:

Verbal: This is made up of two sub tests called Verbal Knowledge and Riddles. These subtests assess a student's word knowledge, range of general knowledge, verbal concept formation and reasoning ability.

Nonverbal. This test is called Matrices and measures the student's ability to solve new problems by assessing their understanding of relationships within pictures and designs and to reason using visual analogies. These items involve picture or abstract designs rather than words.

Note: The KBIT 2 is a brief measure and can provide a general idea of intellectual ability and of strong and weak areas of functioning. Additional tests would be advised with a Psychologist, if more specific information is deemed necessary.

Responsible Access

- The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Physical Accessibility:

Preshil is set amongst heritage listed buildings, where physical adjustments are limited to fittings and fixtures which comply with heritage overlay.

In the event settings need to be adjusted to meet the physical needs of students all care is taken to alter allocated classrooms to meet the needs of students.

Classroom furniture and equipment is made available to cater for individual needs using NCCD funding where appropriate in response to reasonable adjustment requests made to the Inclusive Education Leader by teachers, parents or on the advice of allied health professionals.

An annual audit of the physical environment to assess Universal Design for Learning and accessibility is completed by the Inclusive Education Coordinator with findings discussed with the Property Services Supervisor, OHS Coordinator and Principal to ensure accessibility to all members of the school community including students, parents and teachers. (APPENDIX 3)

CONFIDENTIALITY AND PRIVACY

Online Storage of Documents:

Confidential Reports:

- All documents are stored digitally on the Compass platform
- Access is linked to Admin only or Teachers and Admin dependent on sensitivity and parent request
- Documentation is noted within the IEP, however only diagnosis, statements regarding impact of results on accessing learning and recommendations are transferred into the IEP.
- Parents are required to provide updated Confidential Reports as they are acquired to support planning and implementation of guidance.

SSG Minutes:

- Minutes are completed by the Inclusive Education Coordinator within 3-5 working days of the meeting
- A copy of the minutes are sent home with a request to sign or return approval via email to the contents within
- Minutes and the processing email are linked to the student Compass profile and available for teachers and admin to access once they have been sent home by the Inclusive Education Coordinator.
- Teachers are alerted to new SSG minute uploads for their review by the Inclusive Education Coordinator

- Parents can request that minutes are stored at Admin access level only where the information is confidentially sensitive. In this case discrete case notes will be sent in an internal email to guide management of issues/concerns raised within the SSG

IEPs:

- After SSG meetings a new or refreshed IEP is sent home within 5-7 working days by the Inclusive Education Coordinator, with a request to sign or return approval via email to the contents within.
- The IEP and the processing email are linked to the student Compass profile and available for teachers and admin to access once they have been sent home by the Inclusive Education Coordinator.
- Teachers are alerted to new IEP uploads for their review by the Inclusive Education Coordinator.

Access to External Allied Health Supports within the school setting:

In keeping with the sanctuary, safety and the inclusive nature of our learning spaces we do not withdraw students for interventions or Allied Health therapies or assessments in learning or break times.

By appointment and in coordination with HR processes, allied health practitioners may come into our school for a limited period to observe learning and communication behaviours of individuals to guide their planning and therapy programmes. During these times practitioners are required to observe without interacting or manipulating interactions with the child/children involved. .

It is expected during these observations that respect for the teaching and learning and the professional practice of the teachers involved is maintained throughout. ([APPENDIX 4](#))

RELATED POLICIES

Assessment Policy

Child Safety and Wellbeing Policy

Enrolment Policy

Privacy Policy

RELEVANT LEGISLATION

Equal Opportunity Act 2010 (Vic)

Disability Discrimination Act 1992 (Cth.)

Disability Standards for Education 2005 (Cth.)

Health Records Act (Vic)

Privacy Act

RESOURCES

National Consistent Collection of Data on School Students with Disability 2022 Guidelines

The IB Inclusive Access Arrangement: Decision Pathway and the NCCD Model Diagramme are cross referenced to ensure all requirements are met when planning and implementing inclusive education at Preshil.

POLICY REVIEW PROCESS

Policy working Group - Programme Coordinators, Language Acquisition Leader of Learning, Inclusive Education Leader, Assessment and Reporting POR Holder

Process of staff consultation on draft policy documents

Working group reconvened to address staff input

Policies are finalised and presented to Leadership Team for approval. The timeframe for review is set for all IBO related policies inclusive of

- Changes to the Programme Standards and Practices
- Changes to the school's strategic plan
- Changes to local legislative requirements including VRQA
- Changes to reporting through NCCD
- Changes to any other of the 4 IB-mandated policies

POLICY ACCESS AND REVIEW

This policy was drafted in November 2022 and was reviewed and approved by the IB Coordinators Team, the Leadership Team and general staff in February 2023. It will be reviewed no later than three years after the date of approval or if legislation changes or a major incident occurs. The Inclusive Education Policy is stored on the school website and on Compass, and shared with staff and the school community several times a year including in staff meetings and information evenings.

This policy was updated to include references to the VCE VM program in September 2023.

APPENDIX 1 Student Services Group Meeting Guidance

Student Services Group Meeting Guidance

Rationale

The Student Services Group meeting is designed to bring together parents, allied health professionals, students (where appropriate), teachers and key people within a students' life to develop agreed understandings and responses to a students' behaviours, needs, communication skills and learning needs.

It is primarily a forum through which a teacher is given access to information about a students unique and diverse presentations that otherwise may not be known to educators.

The following guidelines support meeting norms and expectations so that the roles of meeting members and the intention of these meetings are clearly defined no matter who is chairing the meeting.

Roles and Responsibilities of the Student Services Group:

Principals Nominee:

Inclusive Education Coordinator Arlington P-6, Inclusive Education Leader BK 7-9 and Transition 6-7, Inclusive Education Coordinator BK 10-12

- Ensures SSG meetings are held at least once per Semester (unless otherwise requested by any SSG member)
- Facilitates the meeting
- Ensures that notes of meetings are taken and provided to all SSG members.
- Coordinates updating IEPs to reflect the intention of the meeting, identified goals and supports

Classroom Teacher: Arlington - one representative as per determined by the teaching team

Level Co-Ordinator: BK, or as represented in recorded feedback form classroom teachers where the co-ordinator is unavailable

- Provides the SSG with current information on the student's progress
- Actively listens to advice and guidance from other parties
- Assists in determining goals

Student Services Group Meeting Guidance	
Parent /Guardian /Carer(s)	
	• Provides a holistic view of their child • Provides information on the effectiveness of past strategies and programs • Contributes to the development and monitoring of the goals and strategies of their child's teaching and learning program • Chooses an advocate if required
Allied Health or other Professional Consultant (optional)	
	• Provides additional knowledge of the student's teaching and learning needs.
Student	
	• The views of the student should be sought and reflected in the learning and teaching arrangements • The student should attend the SSG meeting if appropriate
Meeting Norms	
	• Meeting are arranged in response to a request made by any member of the SSG at a time which is available to all parties. • They must occur a minimum of once a Semester, with supplementary Parent Meetings and communications being saved as evidence of collaboration via PDF on Compass each term • If there are no supplementary Parent Meetings/Communication, an SSG should be held each term
	• To support co-ordination of SSG meetings, Zoom Meetings will be hosted by the Inclusive Education Coordinator assigned to the students' year level. • They will coordinate invitations and communications around these appointments.

Student Services Group Meeting Guidance

- The Inclusive Education Coordinator will record minutes from the meeting and direct the process of the meeting.
- Minutes will be sent to all participants within a week of the meeting requesting acknowledgement from parents to validate their content.
- This validation can be done via email, digital signature or hardcopy signature.
- The Inclusive Education Coordinator will upload SSG Minutes and evidence that these have been sent home to Compass on the day these are sent out.

The meeting should include:

- Feedback from Teacher against the previous goals and current achievements in class
- Feedback from Parents around current insights and attitudes to schooling
- Opportunity to identify current concerns/issues
- Opportunity to collaborate to find inclusive strategies to manage concerns
- Collaborative Planning of academic/social emotional goals
- Review of actions to be implemented before next SSG meeting

The key function of this meeting is to gain insight into the students' unique presentation, that otherwise may remain unknown to educators.

It is therefore vital that parents, allied health consultants, and where appropriate, students, are given a forum to articulate their thoughts and insights without harassment, victimisation or discrimination

Inclusive Education Coordinators and Teacher should be mindful of their role in active listening to input and maintain focus on the needs of the student throughout the process of this meeting.

Goals and strategies developed in the SSG should encompass reasonable adjustments to curriculum, environment, activities and support systems to allow access to academic and social emotional learning.

Where a discrepancy is identified between school resourcing including teacher experience and human resourcing, the Inclusive Education Coordinator and relative support team will work to extend resources

Student Services Group Meeting Guidance

to meet the needs of the student as is reasonable and within practical boundaries of the inclusive IB setting.

Harassment is any action that results in a student with disability (or with an associate with disability) being humiliated, offended, intimidated or distressed because of their disability.

Victimisation occurs when the student with disability (or their associate) is treated less favourably because they complained, or indicated they may complain, about the treatment they receive due to their disability.

Direct discrimination is when a person with disability is treated less favourably than a person without disability in the same or similar circumstances

APPENDIX 2 - Template for SSG Meetings

Rationale

Student Services Group (SSG) meetings are held when required to review student needs in order to create access to the curriculum and experience success, at the same level as their peers via reasonable adjustments. Meeting actions and guidance from allied health and related professionals, are used to create goals and adjustments listed in student Individual Education Plans (IEP).

Student Support Meeting			
Date			
Attendees:			
Student Name:			
Method of Meeting	In Person	Via Zoom	Via Phone
Teacher Feedback			

Action Plan

Agenda Item	Action Required	Person responsible	Date
Signed:		Date:	
Parent/Guardian Signature :			
Inclusive Education Coordinator:			

APPENDIX 3 Sample Permission Letters

Sample Permission Letter for Modification

Dear Parents,

Your permission is required to allow a Modified Programme to be designed and implemented for (Student Name) in (Subject name)

Modified Programme:

Modifications are actions taken to enable a student to access and participate in education on the same basis as other students. Modification reflect the assessed individual needs of the student. They require individualised planning and support to produce alternative output at a targeted level reflecting their ability on an individual developmental continuum, which differs from the standard of their peers. Students receiving a 'modified programme' cover the same content focus as peers at an altered cognitive level.

Whilst a Modified Programme and supporting tasks may cover similar topics covered by the current cohort, reduced and simplified output will impact the long term academic skill base required to participate in the IB Diploma Programme.

In line with your child's current needs a Modified programme and task has been designed which replaces:

(Insert copy of original class task here)

With the following adjustments:

(Dot point the format of your adjusted task)

Eg:

- Multiple Choice questions about the current topic
- One-on-one oral presentation
- Short sentence answers
- Open

If you wish to discuss this request further, please contact me, otherwise a simple and prompt acknowledgement of this email with permission to adjust would be appreciated.

Kind regards

Sample Permission Letter for Adjustment:

Dear Parents/Carers

Your permission is required to allow adjustment of work output for (Student Name)
in (Subject name)

Adjustments are actions taken to enable a student to access and participate in education on the same basis as other students. Adjustments reflect the assessed individual needs of the student. They can be made at the whole-school level, in the classroom and at an individual student level. They can include varied output expectations. Students who access an adjusted curriculum are working at standard to cover the same information and process this content at the same level as peers. Whilst an adjusted task may cover information at the same level as the current cohort, reduced or simplified output may impact long term academic skill base required at the IB Diploma Programme level.

In line with your child's current needs an adjusted task has been designed which replaces:

(Insert copy of original class task here)

With the following adjustments:

(Dot point the format of your adjusted task)

Eg:

- Multiple Choice questions about the current topic
- One-on-one oral presentation
- Short sentence answers
- Open

If you wish to discuss this request further, please contact me, otherwise a simple and prompt acknowledgement of this email with permission to adjust would be appreciated.

Kind regards

APPENDIX 4 Checklist for Audit of Accessibility:

Accessibility Audit Checklist:

Does Preshil have:	Yes
Access to the building / premises	☐
• accessible parking for people with disabilities close by	☐
• accessible parking for scooter users	☐
• accessible public transport close by	☐
• clear external and internal information and directional signs including symbols	☐
• clear accessible layout maps to assist wayfinding around campuses	☐
• clear path of travel from outdoor to indoor areas	☐
• protection from wind, rain and noise in outdoor areas	☐
• step free access	☐
• wide self opening or easy to open doors	☐
• lever style door handles at an accessible height	☐
• safety markings on glass doors and adjacent panels	☐
• ramp or a lift access to all levels	☐
Ease of access when moving around the premises	☐
• colour contrasting door frames / trims	☐
• a handrail from the entrance to reception areas	☐

Does Preshil have:	Yes
• consistent and even lighting throughout	☐
• wide, clear internal and external walkways	☐
• clear space between furniture and exhibits for a person to maneuver a mobility aid (e.g. wheelchair, walking frame, stick, crutches)	☐
• slip resistant floor and ground surfaces	☐
• direct access to an accessible toilet with an 'access sign'	☐
• access to stage and change room areas in any theatres	☐
• wheelchair accessible seating at various locations in premises including course areas	☐
• enough space between any theatre seating for easy movement along aisles	☐
• accessible playground	☐
• use of handrails, nosings etc on stairs / ramps	☐
• tactile tiles installed prior to stairs, ramps	☐
• accessible toilet facilities for children with disabilities	☐
• accessible toilet facilities for adults with disabilities	☐
• sheltered wheelchair accessible seating areas at various locations throughout grounds	☐
• use of plants along paths that provide a distinctive smell or appearance and a distinctive texture or sound	☐
• no overhanging foliage on pathways	☐
• effective lighting throughout facilities	☐
• availability of additional lighting for specific project work	☐

Does Preshil have:	Yes
• handrails and contrasting edges on any steps	☐
• lighting on stair edges in any theatre areas	☐
• circulation space at exhibition areas	☐
• low height, 'clutter free' reception counters with a seat	☐
Accessible amenities	
• an accessible buzzer on reception counters	☐
• seating with backs and armrests	☐
• seating with colour contrast to walls and floors	☐
• accessible storage area for mobility aids	☐
• accessible drinking troughs / fountains	☐
• availability of adjustable furniture for children and adults with disabilities	☐
• suitable height tables / desks for children and adults with disabilities	☐
• accessible computers with large screens and large 'mice'	☐
• adaptive technology for computers e.g. screen reader	☐
• low vision magnifiers	☐
• books, magazines & newspapers recorded on audio-tape	☐
• accessible and well lit private study areas	☐
Accessible provision of information	
• information about services for people with disabilities e.g. (lift, accessible toilet, emergency procedures)	☐
• Internet access to courses and course information	☐

Does Preshil have:	Yes
• brochures, printed information and displays at an accessible height	☐
• large print, raised tactile, Braille and audio signage	☐
• information in large print and Braille	☐
• clear, large print name tags on staff	☐
• audio descriptions of any performances or displays	☐
• raised tactile and Braille markings on any lift buttons and audible information in any lifts	☐
• large print seat numbers in any theatre areas	☐
• seat numbers in colour contrast to seat in any theatre areas	☐
• enrolment forms and information available in large print & Braille	☐
• availability of cueing devices to assist with spatial orientation e.g. different texture wallpapers, audible ticking clocks, different colour rooms, scented plant	☐
• large print & tactile room numbers in colour contrast to doors / surrounding area	☐
• a 'hearing awareness' card on all reception counters	☐
• availability of alternative public address system i.e. visual as well as audible	☐
• audio description of any performances or displays	☐
Staff who are able to communicate appropriately with people with disabilities	
• friendly helpful staff, trained in access awareness	☐
• staff with basic sign language skills	☐
• sign language interpreters if required	☐

Does Preshil have:	Yes
• staff who look at students when talking (for easy lip reading)	☐
• effective glare free lighting at reception counters	☐
• staff who speak clearly to students	☐
• pen and paper for exchanging information	☐
• hearing augmentation at reception counters and in course and performing areas	☐
• an accessible public telephone and telephone typewriter (TTY)	☐
Responsive evacuation procedures	☐
• visible and audible fire alarms	☐
• accessible emergency exits	☐
• emergency evacuation procedures to respond to all users	☐
Other issues to consider	
• accessible guided tours	☐
• wheelchairs for loan	☐
• use of accessible venues for school community events, e.g. school concert	☐
• availability of accessible transport for excursions etc	☐
• appropriate acoustic learning environments to reduce background noise	☐
• captioning on any film or video screens	☐

Does Preshil have:	Yes
• availability of quiet areas	☐

AUDIT ACCESS PLAN

Now you have completed the access checklist, you will have identified a number of areas where you are providing good access. You will also have identified areas that require access improvement.

Use this plan to overview intended developments for Preshil based on the answers you could not check YES in the Checklist.

Start by grouping access action you need to take, into the following areas:

- Action you can take now for little or no cost;
- Action you can take in the medium term that doesn't require renovation to your premises;
- Action you will need to take during a refurbishment or redevelopment of your premises to provide access for all.

CUSTOMER ACCESS PLAN

Short Term Action/s

Medium Term Action/s

Long Term Action/s

APPENDIX 5

Sample Letter to Parents regarding Allied Health management

Guidance on Allied Health Professionals

Many of our students, for varying reasons, access allied health guidance, training and interventions to support their development. We are often asked whether these practitioners can access students during schooling hours, and access information about individual student learning plans and the curriculum teachers are covering. In order to support these external services in planning their response to Preshil student's needs, I have outlined here the settings and systems in play at our school to support their work.

At Preshil, we do not have an inclusive model of support for our children. Our approach, and that of the International Baccalaureate Programmes, is that differentiation takes place in the classroom, within an inclusive program, in a social learning setting with the child's peers. Individual Education Plans (IEP) support our staff to reflect on the whole class planning and target and tailor differentiation to meet clearly defined goals in light of individual needs.

Guidance to Allied Health Professional regarding access to Preshil supports:

Intervention support:

We support our families who seek additional intensive programmes for their children, and so we are happy for allied health professionals to make use of our facilities for this (outside of teaching and learning hours) from 8.00am - 8.45am or from 3.45pm - 4.30pm.

Please note, any allied health practitioner wanting to deliver their program from Arlington, must reach out to our HR department to complete the required paperwork with us. They will need to sign in at reception, follow all COVID Safe protocols, and meet with the Head of Campus and child's teachers prior to commencement.

To make contact with HR for this purpose, please email. hr@preshil.vic.edu.au

Observations of students in the learning environment: We understand that many allied health interventions are around social communication and learning behaviours, and that the school setting allows allied health professionals to observe student interactions in 'real life'. Whilst we are happy to accommodate, we do have some caveats around this.

All requests to observe students at school need to come first to the classroom teachers and to the Head of Campus. Requests will then need to be processed through our HR department who will require visitors to lodge paperwork with us to support our management practices. Prior to visiting, they will need to sign in at reception, follow all COVID Safe protocols, and meet with the Head of Campus and child's teachers prior to commencement.

In the classroom or playground, during observation, visitors should not interrupt teaching staff, and are not to interact with other students or manipulate social settings or learning activities to test or treat social or learning difficulties.

Participating in Student Support Group Meeting: Allied health practitioners are welcome to join our SSG meetings to share their insights into student capabilities and challenges, to review their reports or to share information about the programmes they are providing students.

Contact with teachers outside of SSG As teaching and learning specialists, our teaching staff will use the information provided through allied health reports and SSG meetings to guide management of student needs. Whilst we value input from allied health specialists, and appreciate their work, it should be noted that whole class teaching requires careful coordination and management of the needs of the whole student body. Requesting certain therapy based instruction be replicated in the classroom is not appropriate, or in line with the aims of the International Baccalaureate's inclusive education ideals. Additionally, requesting ongoing dialogue between allied health practitioners and classroom teachers, seeking curriculum material or seeking teacher guidance is also not appropriate as it draws time away from planning for all children. Parents are welcome and encouraged to share student learning goals and IEP information with external practitioners to guide interventions provided by these professionals at their discretion. Parents may also want to share posts to SeeSaw in which learning experiences are recorded.

If you have concerns or questions, please reach out.