



Camberwell High School Inclusion and Diversity Policy

1. Purpose

To support the inclusion of students with disabilities and additional needs enrolled at Camberwell High School.

2. Policy

Camberwell High School is committed to embedding inclusive education in our school environment for students with disabilities and additional needs. All Victorians, irrespective of the school they attend, where they live or their social or economic status, have the right to access high quality education.

3. Definition

Inclusive education at Camberwell High School:

- ensures that students with disabilities 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
- ensures students with disabilities and additional needs are treated with respect and are
- 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.

4. Implementation

Under both State and Commonwealth laws schools must make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

When planning an adjustment for a student, Camberwell High School will consult with the parent/guardian/carer(s) and the student, through the Student Support Group process.

4.1 Students coming into Year 7 with Integration Funding

- A Program Support Group (PSG) will take place prior to the student commencing at the school. The group will include Student Wellbeing Coordinator (SWC), parents/guardians, Year Level Coordinators, integration aides, grade 6 teacher and, if required, medical specialist and/or primary school Principal.
- Information will be documented on the student's disability as well as strategies to assist with their learning and management. This information will be disseminated to all Year 7 teachers at the beginning of the teaching year.

4.2 Obtaining New Funding

- If the school forms the view that a student may have a disability which is impairing their progress and that they may therefore be eligible for funding to support them, the SWC will meet with parents and the Student Wellbeing Coordinator to discuss application.
- The relevant testing will be conducted and an application will be made for the Program for Students with Disabilities. The SWC will coordinate the application with the appropriate professional who has conducted the testing.



4.3 Role of the Program Support Group

- A Student Support Group consisting of the SWC, integration aides, parents/guardians and other professionals supporting the student will be held each semester. The SSG will discuss student progress, set learning goals and develop Individual Learning Plans (ILP's) detailing student learning and management strategies.
- The SWC will be responsible for disseminating the minutes of the SSG to all participants. Goals and decisions made by the SSG will be communicated to class teachers and integration aides for implementation.
- Students in the program are monitored throughout the year by the SWC, class teachers, integration aides and Year Level Coordinators. Parents are contacted if there are concerns about progress or management issues. Additional SSG meetings may be conducted if required.
- Parents are encouraged to attend parent/teacher interviews in terms 1 and 3 to monitor their child's progress and to contact the SWC if they have specific concerns.

4.4 The Student Wellbeing Coordinator / Learning Support Coordinator

- The Learning Support Coordinator will monitor the progress of integration students by the Learning Support Coordinator through the construction of IEPs and convene regular SSGs for each funded student.
- The Student Wellbeing Coordinator is responsible for coordinating the work of visiting professionals such as School Support Services Officers (SSSOs) who may assist integration students, and provide assessment of their needs.
- The Learning Support Coordinator will coordinate the work of the integration aides and allocate their time to students with funding.
- The Learning Support Coordinator will disseminate information including IEPs on the specific needs of integration students to class teachers and integration aides.
- Some funded students will receive modified programs and reports in all or some subjects. The Learning Support Coordinator will notify class teachers of students who are to be given a modified program.
- The Student Wellbeing Coordinator/The Learning Support Coordinator may provide professional development for staff as required to assist their work with students with disabilities.

5. Parental Involvement

The parents of a child with integration funding are expected to attend the Student Support Group meetings. They are encouraged to contact the SWC or Year Level Student Learning Leader if they have concerns about their child's progress. In addition, parents are encouraged to participate in parent/teacher interviews in terms 1 and 3.

6. The Role of the Classroom Teacher

The classroom teacher is responsible for modifying the work for integration students as required and will work with the integration aides to monitor the student program. The classroom teacher is responsible for the management and discipline of all students in their class including integration students.

7. The Role of the Integration Aides

- The integration aide will assist the student to participate in the classroom program and organise special equipment and materials where required.
- Regular communication will be made between the integration aides, classroom teachers and the SWC to monitor student progress.



Review Date: Dec 2019

Next review date: Dec 2022

- Integration aides will participate in Student Support Groups.
- Integration aides will encourage students in all aspects of their social, emotional and physical development.

8. EVALUATION AND REVIEW

This policy is scheduled for review in 2022.

9. REFERENCES

For more information and details on promoting and supporting inclusivity, and a research digest is available at the Department's portal:

<https://www.education.vic.gov.au/about/programs/Pages/Inclusive-education-for-students-with-disabilities.aspx>

CHS Student Engagement and Wellbeing Policy see:

<https://camhigh-vic.compass.education/Communicate/SchoolDocumentation.aspx>

Jill Laughlin

Principal