



**Emmaus
Christian
School**

Inclusion Support Policy

Student Welfare Policies/Teaching & Learning Policies
TL,SW 5-0

Access Level - Public
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Inclusion Support Policy

TL,SW 5-0 Learning Support

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Policy Pertains to:	Executive; Teachers; Students; Parents
File Details:	

Version History

Version	Date	Notes
1.0	Feb 2017	New CEN Hub Policy
1.1	Feb 2017	Re-write of 2012 policy
1.2	October 2017	Update to reflect changes to funding processes
1.3	June 2020	Updated by Erik Hofsink

Relevant Legislation

[Australian Education Act 2013 \(Cth\)](#)

[Australian Education Regulation 2013 \(Cth\)](#)

[Education Act 2004 \(ACT\)](#)

[Discrimination Act 1991 \(ACT\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)

Other References:

<https://www.emmaus.act.edu.au/storage/understanding-learning-difficulties-for-teachers.pdf>

<https://www.emmaus.act.edu.au/storage/understanding-learning-difficulties-parents-v8-web.pdf>

Nationally Consistent Collection of Data – <https://www.nccd.edu.au/>



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Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

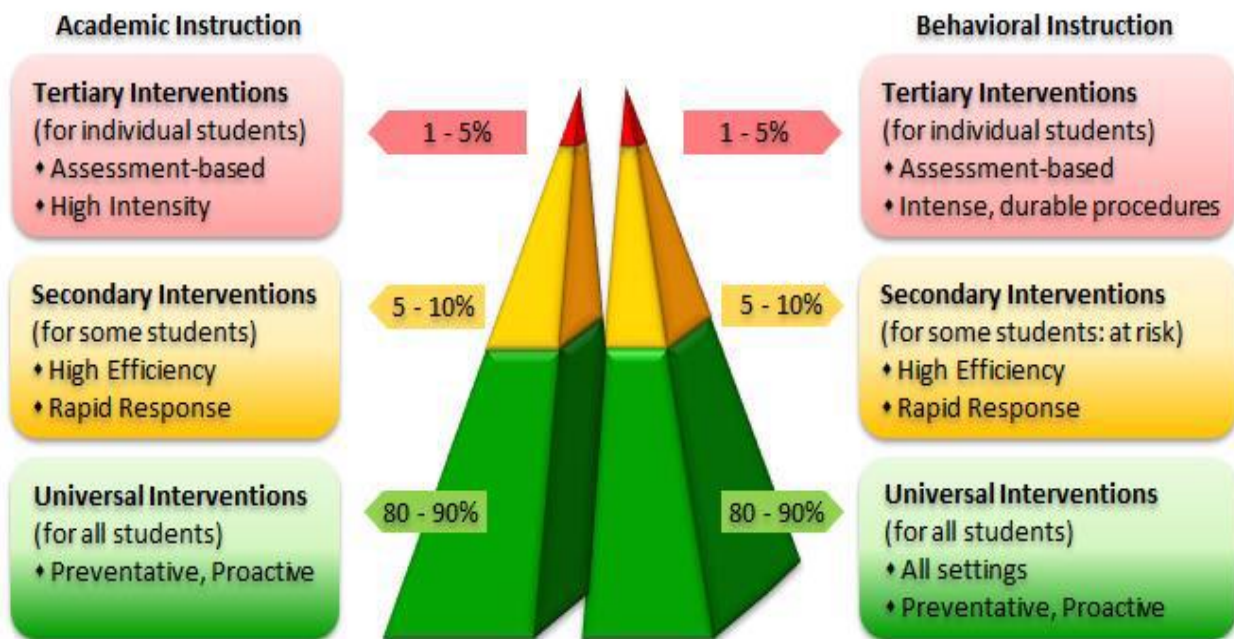
2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character and find their security in the love of Christ.





Images sourced from: <http://achieve.lausd.net/Page/4200>

An Inclusion Support Team works when...

- Teachers see the Inclusion Support Team as an effective addition to their classrooms
- Processes are inclusive, well organized and understood by all.
- Teachers are involved in the identification of outcomes for support for all students.
- Support is provided, and the teacher is involved in identifying what adjustments may be most effective in his/her classroom.
- Realistic action plans are developed.
- The Inclusion Support Team is seen as a group of professionals who coordinate support for teachers and students.

Adapted from Developing Inclusive Schools (Hoskins, 1996)

Policy Rationale

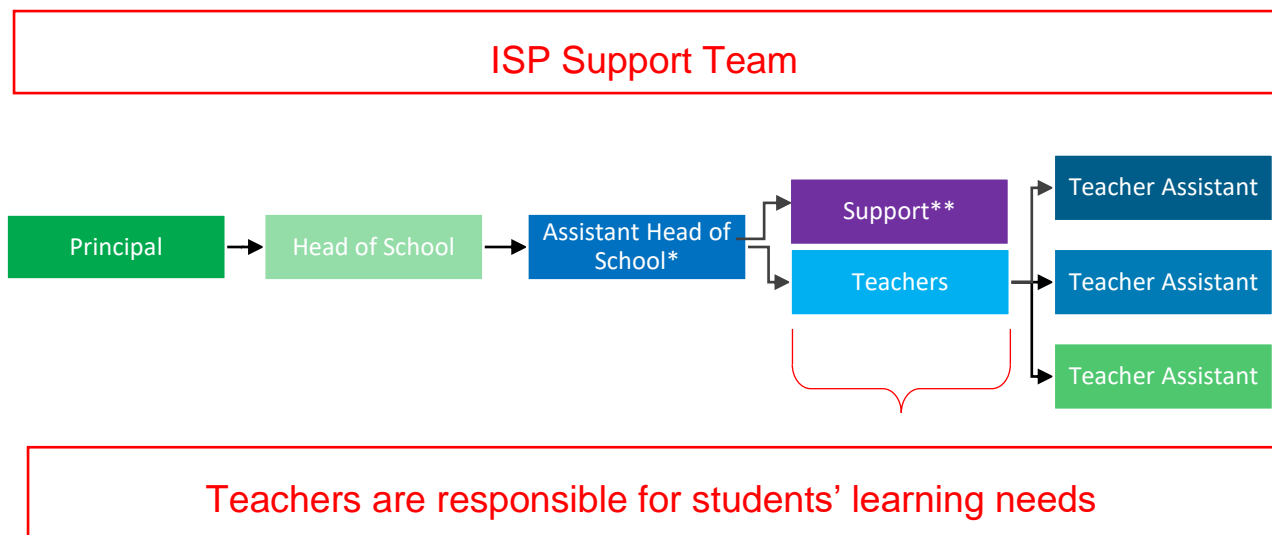
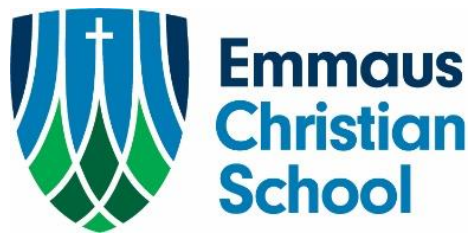
Emmaus caters to individual learning styles by providing innovative enrichment programs as well as successful inclusion support programs. All students are encouraged and supported to achieve their personal best. The diverse curriculum offered at Emmaus Christian School engages and stimulates students. We aim to create 21st century learners, celebrating and rewarding personal success. All staff and students adhere to our core values of **equipping for service**, **striving for mastery** and **caring for others**. At Emmaus Christian School we pride ourselves on the commitment and professionalism when supporting all students.



Policy (Statement of Purpose)

This policy is a mechanism for the Inclusion Support Team to support all learners within our school environment. We aim to provide all students with the support that they deserve. The Inclusion Support Team aims to target support for all students. This model of support is sectioned into three tiers. This is universal support, targeted support and intensive support. Please note that Inclusion Support are not the behavioural specialist, but we will support a student when behaviour disorders are present. Please see the diagram below and see how we provide support to all students:

Emmaus ISP Model



* Assistant Head of Schools manages/leads the ISP Team on behalf of Secondary and Primary respectively; Reports to the Principal through Heads of School.

** Expert Support may include: Special Needs Teacher, Wellbeing Coordinator, Chaplain, Psychologist, Speech Pathologist, Occupational Therapist etc.



Inclusion Support Framework

<p>Effective Teaching and Learning</p> <ul style="list-style-type: none"> • All staff have high expectations for every student to achieve their best. • Adjustments are provided to support the individual needs of the student within lessons and units of work. • Adjustments to assessments and reports are modified when required to enable the student in need to be correctly assessed and reported on. • Provide opportunities for students to use their strengths, preferred learning style and interests within curriculum areas.
<p>Differentiated curriculum</p> <ul style="list-style-type: none"> • Provides rigorous, meaningful and dignified outcomes for every student • Ensures all students can effectively learn. • Provides alternative methods and choices for students to demonstrate their knowledge, skills and understanding. • Includes a range of activities and resources appropriate for students with different learning needs and levels of achievement. • Considers how feedback from students can identify modes of teaching and strengthen learning.
<p>Collaboration</p> <ul style="list-style-type: none"> • The Inclusion Support Team, class teachers, students and parents develop and evaluate a support plan for the learning of students with identified disabilities • Includes a range of learning experiences that involve the local city and community • Values and utilizes knowledge within the school community • Parents and caregivers support the learning by supporting their child to achieve their potential best. Parent and caregivers support the learning by providing the school with relevant and up to date information and specialist reports when available. • The school enlists the support of specialists and consultants where appropriate. • The school liaises with external agencies to provide holistic and collaborative care to all students.
<p>Accountability</p> <ul style="list-style-type: none"> • Ensure our obligations are met under the Disability Discrimination Act and Disability Standards for Education. • Ensure our obligation are met towards providing each student with the optimum opportunity to experience success
<p>Teacher accountability</p> <ul style="list-style-type: none"> • That all teachers take the responsibility to deliver learning programs which address the needs of all students including those with disabilities within their classes. • Deliver quality Inclusion Support Team to students with disabilities or difficulties within their classroom. • Provide evidence and feedback on adjustments within the classroom in conjunction with the NCCD. • To ensure that all students can access their curriculum. • To provide meaningful and engaging lessons to students with varied learning needs.



Inclusion Support Team Processes

<p>Information Gathering as an Inclusion Support Team: Teachers are to follow the first four steps before in class support is administered.</p>			
<p>1. Talk to colleagues and Assistant Head of School (Pri/Sec) Head of School (Primary or Secondary)</p>	<p>2. Check all records. This may mean Inclusion Support Team files in Sharepoint and seeking information from the Assistant Head of School (Pri/Sec)</p>	<p>3. Talk to the parents and student</p>	<p>4. Administer further assessment and support strategies as required.</p> <p><i>If required complete the referral form for ILP (Level 1)</i></p>



<p>Level 1 Support: Classroom-based</p>			
<p>Meet with Assistant Head of School. Communicate to parents.</p>	<p>Collaboratively develop plans and timelines. This may be done with the ISP Team. Complete ILP in conjunction with the Assistant Head of School (Pri/Sec)</p>	<p>Assistant Head of School (Pri/Sec) to meet and discuss ILP with parents. Implement plans and strategies</p>	<p>Monitor and evaluate the plans. If modifications are not working, move to Level 2</p>
<p>Parents requests for support will be assessed by AHOS and input in review sought from teacher(s). If ILP is warranted, process resets to referral form and subsequent action</p>			



<p>Level 2 Support: Inclusion Support Team</p>	
<p>Actioning the Inclusion Support Team Referrals</p>	<p>Inclusion Support Team meeting. Developing a support plan. Access counselling, Student Wellbeing Coordinator assessment, contact parents, external agencies, external support. Further assessment and support for the teacher and student. Flexible support for students.</p>
<p>Monitor and evaluate the support plan. Parental involvement and continual monitoring of student progress is to be done with all involved parties. Student, Parents, Teachers, ISP team and the Executive Team (where needed)</p>	



Roles in the ISP Team

Principal

- Ensure that the recommendations from the Inclusion Support Team are included in the School Management Plan
- Attend ISP Team meetings as needed
- Provide recommendations to the ISP Team to ensure school's strategic directions are met.
- Liaise with external agencies if and when needed

Assistant Head of School (Pri/Sec)

- Coordinate the ISP support staff
- Coordinate and chair meetings
- Manage and oversee the use of the ISP budget.
- Develop the Learning Support Framework/ Policies and create an overall framework, ISP referral and identification procedures for students with learning needs.
- Coordinate access requests for funding and resources
- Provide a clear system for keeping information on students. The records are to be kept in a secure environment (Sharepoint and PCSchool) with ease of accessibility for teachers.
- Attend review meetings for students with a disability
- Assist in the professional development of staff including the Disability Discrimination Act and the Disability Standards for Education.

The Student Wellbeing Coordinator

- The Student Wellbeing Coordinator will provide information and guidance on students.
- The Student Wellbeing Coordinator will provide a report at the ISP meeting as needed.
- The Student Wellbeing Coordinator will assist our teachers to provide appropriate support for student requiring counselling support.
- The Student Wellbeing Coordinator will support students with counselling.
- The Student Wellbeing Coordinator will strictly adhere to confidentiality guidelines and will not share information unless permission from the family and student is obtained.

Teacher Assistants

- Assist in the implementation of recommended strategies to assist students' personalised learning and support. These strategies will be directed by the classroom teachers.
- Provide feedback to the classroom teachers and the ISP Team on educational, behavioural and social development of students.
- Provide a caring well-managed and safe environment for students
- Assist students in transition from one class to the next
- Aid students in school routines and classroom activities
- Perform minor administrative duties.
- **Supervision of students**
- Follow classroom and teacher directed procedures and routines



- Support groups of students as directed by the ISP Team
- Ensure the confidentiality of student information
- They will assist students with personal hygiene tasks such as toileting, medication administration and feeding where necessary.

Teacher assistants and support staff must NOT assume the responsibility of a duty that is primarily teaching in nature, such as:

- Sole classroom instruction
- Programming educational activities and materials for students
- Preparing lesson plans
- Initiating teaching
- Managing the behaviour of students
- Team teaching
- Assigning grades to students
- Assuming full responsibility for supervising and planning activities for students.

Record Systems and Evidence

- The ISP Team keep records of parent meetings, phone calls and student referrals in students' folders. The ISP Team may develop a personalized Inclusion Support Team Plan for an individual. This will be kept on the public drive and PCSchool for teachers to access.
- Each student on the ISP Team radar will have a profile. This will ensure that information gained from collaboration with teachers, students and parents will be able to be accessed to support learners in all years.
- Teachers can access the profiles in the Learning Support file on the student profiles of PCSchool. If this information does not suffice please contact your Assistant Head of School (Pri/Sec) .
- Please note some confidential information will not be kept in these files. Please seek guidance from the school Student Wellbeing Coordinator or Assistant Head of School (Pri/Sec) if needed.

Keeping Evidence

- To ensure all needed and relevant support is being provided to our students.
- To understand that the support of a student is a collaborative process.
- To give teachers a range of strategies to suit diverse learners.
- To keep communication open with Parents.
- This is also supporting any school-wide processes for the Nationally Consistent Collection of DATA (NCCD)



