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Inclusive Education Policy
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1 Introduction

Enkindle Village School (the School) is built on values of liberty, curiosity, and joy. Our learners belong and have a sense of place in our community which promotes a universal outlook, free from unlawful discrimination. In particular, the School will ensure that students experience inclusive education by being able to access and fully participate in learning alongside their peers supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies, and everyday practices. Parts of this policy has been adapted from the Department of Education Inclusive Education Policy, 2020 v1,2.

The School has high expectations of all students, recognising that, with the right support, all students can succeed. Our commitment to inclusive education means that children and young people from all social, cultural, community and family backgrounds, and of all identities and abilities can attend Enkindle Village School and be welcomed as well as participate in high-quality education and fully engage in the curriculum alongside their peers. Students have a right to learn in a safe and supportive environment, free from bullying, discrimination or harassment and can expect to achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

As different student groups experience different barriers to inclusion the School will continue to implement strategies and policies, and support practices that address the unique needs of:

- Aboriginal and Torres Strait Islander students
- students from culturally diverse and linguistically diverse backgrounds
- students who identify as LGBTIQ
- students living in out-of-home care
- students from rural and remote communities
- students with a disability
- students with mental health needs
- gifted and talented students

2 Purpose and scope of the policy

This Inclusive Education Policy applies school-wide including teachers, support staff, volunteers, families and students and sets out the School’s commitment to continue to work towards a more inclusive education system and the principles that will guide that work.

The School’s work towards creating an inclusive education setting will be guided by nine principles adapted from the United Nations’ nine core features for inclusive education.

3 Definitions

Discrimination	Discrimination can be both direct and indirect. Direct discrimination involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality or cultural background. Indirect discrimination occurs when everyone is treated in exactly the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.
Inclusive education	Inclusive education means that all students can access and fully participate in learning alongside their peers. Teaching and learning strategies are adjusted to meet students’ individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.
Reasonable adjustment	An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth)).

Disability	<p>Disability in relation to a person means:</p> <ul style="list-style-type: none"> a) total or partial loss of the person’s bodily or mental functions, b) total or partial loss of a part of the body, c) the presence in the body of organisms causing disease or illness, d) the presence in the body of organisms capable of causing disease or illness, e) the malfunction, malformation or disfigurement of a part of the person’s body, f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour, and includes a disability that: <ul style="list-style-type: none"> a) presently exists, b) previously existed but no longer exists, c) may exist in the future (including because of a genetic predisposition to that disability), d) is imputed to a person. <p>To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p>
Associate	<p>Associate, in relation to a person includes:</p> <ul style="list-style-type: none"> a) a spouse of the person, b) another person who is living with the person on a genuine domestic basis, c) a relative of the person, d) a carer of the person, <p>another person who is in a business, sporting or recreational relationship with the person.</p>
Disadvantage	<p>A group of persons that experiences a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to:</p> <ul style="list-style-type: none"> a) Ethnic minorities, b) Migrants, c) People with disabilities, d) Isolated children.

4 Policy Details

A School-wide approach

Inclusive education is implemented systematically, based on evidence across the School. We promote and develop policies, programs and practices to remove barriers and promote inclusive education within the School.

Whole of School

Every member of the school community, including teachers, support staff, volunteers, families and students, work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

Our school leaders, teachers, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported

Collaboration with students, families and the community

We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

Respecting and valuing diversity

All students and families feel and are welcome, respected, included and safe at our school. We embrace and make visible diversity as a strength and support respectful relationships within the school community, and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

Accessible learning environments

Our educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.

Transitions

The transition from early childhood and care settings to school, and from school to work, training and higher education are significant milestones in students' lives. The School will continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.

Identification of Students with disability:

The School acknowledges that some students may require additional support and aims to correctly identify all forms of disability that may be present among its students. The school recognises that identification of students with disability requires all teaching staff to have a thorough knowledge of disability and child development and strives to deliver appropriate and regular professional development.

In the instance when an enrolment application identifies a student with a disability, then a Supported Enrolment Process is commenced prior to offering a trial or place of enrolment.

Educators are trained to identify signs and indicators of difficulties that may not have been diagnosed prior to entry into the formal educational setting. If there is cause for concern about a student's development, teachers and parents can observe if the student shows improvement over a period, this will include but is not limited to documentation of skill level and achievement over a period of time to assess progression; discussion with parental guardians about home life and behaviours; and liaison with allied health providers.

Parents, guardians and the wider community are a vital part of the child's educational experience at the School and in the event that there are noticeable and persistent discrepancies in an academic and/or social emotional development context, parents/guardians will be contacted to have a respectful, confidential discussion with staff regarding the best course of action moving forward.

Common developmental and learning and individualised learning and support include but is not limited to:

Children's Development Conditions –

1. Learning and Cognition
 - Global developmental delay
 - Autism spectrum disorder
 - Intellectual disability

- Dysgraphia
 - Dyscalculia
 - Dyslexia
 - Sensory processing disorder
2. Language
 - Auditory processing disorder
 - Speech impairments
 - Language processing disorder
 3. Gross and Fine Motor Skills:
 - Gross Motor Skills
 - Fine Motor Skills
 - Executive functioning disorders
 4. Attention
 - ADHD
 5. Social and emotional well-being
 - Anxiety
 - Depression

The school aims to enable accurate identification of an undiagnosed disability using:

- Basic age-appropriate testing and observations, including phonetic awareness/knowledge and numerical concepts in younger year levels.
- Completion of developmental milestone ratings and sensory profiles if a disability is suspected.
- Awareness of age specific red flags and use of Red Flags Early Identification Guides.
- Regular school visits by child development and allied health specialists, such as speech pathologists.
- Submission of Disability Verification Forms.

Process for Individualised Learning and Support

The School will deliver individualised learning and support for students with a (diagnosed/imputed) disability in the creation of an Individual Education Plan (IEP), through the Enkindle IEP Process.

Below are key steps that the School uses to implement individualised learning and support:

1. Understand the student:
 - Get to know the student, their background, strengths, interests, and goals.

- If not already available, conduct assessments to identify the types of adjustments required to support the student. Assessment can relate to access, participation, behaviour support, medical needs, or learning supports.

2. Consult:

- Discuss with the student and their family/carer to identify the student's goals, strengths, and needs.
- Engage with outside agencies, where relevant, to obtain advice on the students' needs, including medical, personal, physical, communication, sensory and learning needs.
- Further consultation may be required as the students' needs change.

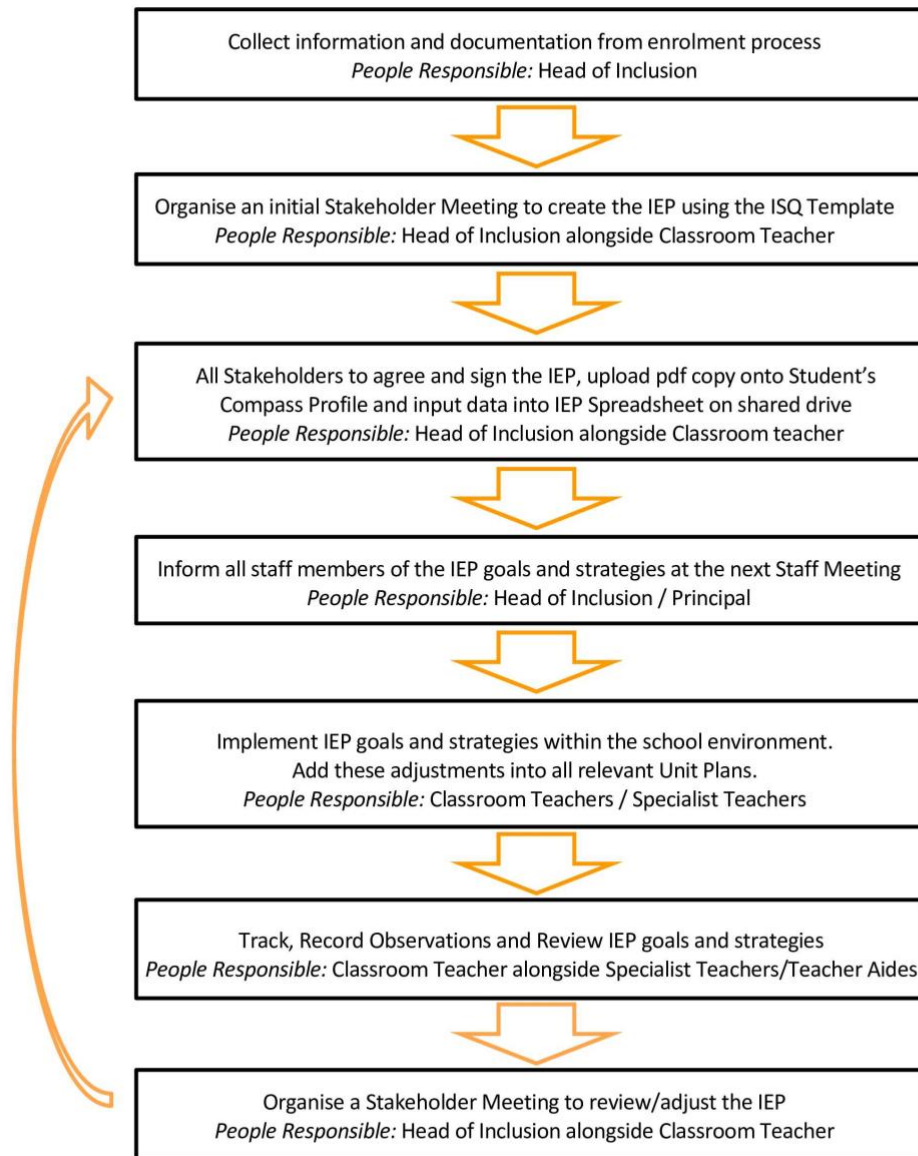
3. Devise and implement individualised learning and support measures:

- Devise and select options for adjustments, interventions and other supports that will be best suited to address the individuals needs and build on their strengths.
- Consider the impact of the adjustments on the student, other students, and the school.
- Develop materials and systems that are age appropriate.
- Source any additional resources, assistive technology or required equipment if needed.
- Conduct professional development for teaching staff where necessary
- To facilitate effective learning for the student, ensure appropriate teaching strategies are implemented.
- Utilise a student-centred and individualised practice within the classroom and learning programs throughout the school.
- Outline a clear process and timeframe for review.

4. Evaluate the impact of individualised support systems provided to the student: All support measures provided to the students should be reviewed regularly by the team or persons responsible for the planning and agreed upon by planning members.

Ensuring that all students continue to achieve high quality learning outcomes, it is essential to regularly evaluate whether adjustments made are still relevant, necessary or if further adjustments are required. If necessary, planning members will ensure that any additional resources, technology, or equipment for further adjustments are sourced.

Individual Education Plan (IEP) Process – Flowchart



5 Legislation

- Anti-Discrimination Act 2004 (Cwlth)
- Anti-Discrimination Act 1991 (Qld)
- Australian Human Rights Commission Act 1986 (Cwth)
- Disability Discrimination Act 1992 (Cwth)
- Disability Standards for Education 2005 (Cwth), including Guidance Notes
- Education (General Provision) Act 2006 (Qld)
- Human Rights Act 2019 (Qld)
- Multicultural Recognition Act 2016 (Qld)
- Racial Discrimination Act 1975 (Cwlth)
- Sex Discrimination Act 1984 (Cwlth)
- Australian Education Act 2013 (Cwth)
- United Nations Rights of the Child
- Universal Declaration of Human Rights (1948)

6 Supporting Documents

- Enkindle Anti-Discrimination, Harassment and Bullying Policy
- Enkindle Child Protection Policy
- Enkindle Code of Conduct
- Enkindle Complaints Handling Policy
- Enkindle Privacy Policy
- Enkindle Enrolment Policy
- Enkindle Individual Education Plan (IEP) Process
- Enkindle Enrolment Process
- Enkindle IEP Template

7 Approval Details

Policy Delegate	Principal / Head of Inclusion
Approval Authority	TISAI Committee
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8 Review History

Version	Date	Reviewed by	Modifications
1	Aug 2018	Principal	Updated: Insertion of 'Identification of Students with Disability' and 'Processes for Individualised Learning and Support'.
2	Dec 2020	Principal	Changed the name of the policy from 'Disability and Inclusion' to 'Inclusive Education'. Rewrote the statement and added principles to be more in line with Education Queensland Inclusive Education Policy
3	April 2024	Head of Curriculum	New template / format Creation and addition of Enkindle Individual Education Plan (IEP) Flowchart Appendix: IEP Template

9 Appendix 1: IEP Template



INDIVIDUAL EDUCATION PLAN

STUDENT & SCHOOL INFORMATION

Student name	DOB	Year Level	School
Classroom Teacher	IEP date (commencing)	Planned review period	IEP version # / Date of last update
Diagnosed/Imputed disability			1.0 /

STUDENT SUPPORT TEAM

Support Team Member	Name	At IEP Meeting?	Signature	Date
Main teacher implementing IEP				
Lead IEP coordinator				
Principal (or delegate)				
Guardian 1				
Guardian 2				
Other/Role:				
Other/Role:				
Other/Role:				

STAGES OF PLAN

1) ASSESS	Summarise the student's strengths, challenges and current educational attainment.
2) TEACH	Adjustments: Record top priority significant adjustments to support student success. Goals & strategies: Write 1-2 SMART goals, supporting strategies and monitoring method.
3) TRACK	Record student progress throughout the Term and notes any changes to adjustments/strategies.
4) ADAPT	Evaluate usefulness of adjustments and strategies using tracking data, then update next IEP.



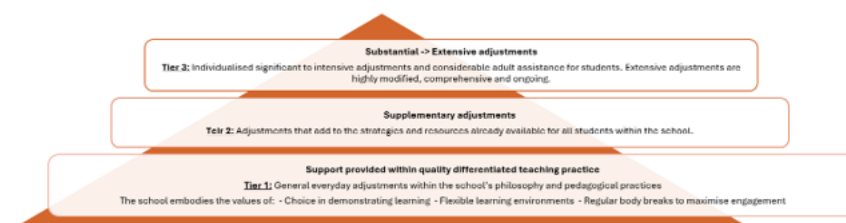
STAGE 1: ASSESS

STUDENT STRENGTHS <i>What are the student's strengths and interests? How can these be promoted at school?</i>	STUDENT CHALLENGES <i>What are the barriers to student learning and engagement?</i>	EDUCATIONAL SUMMARY <i>Summarise student's key educational successes and key educational needs</i>

PRIORITY ACTION AREAS FOR THIS TERM	PRIORITY 1	PRIORITY 2
<i>Select 1 or 2 priority areas and align adjustments, goals and strategies to support student achievement in these areas</i>		

STAGE 2: TEACH (SIGNIFICANT ADJUSTMENTS)

Based on the team's assessment of the student, select the most significant adjustments to support the student's success in accessing the curriculum and engaging positively with other aspects of school life.



1.	
2.	
3.	
4.	
5.	

STAGE 2: TEACH (GOALS & STRATEGIES)

Goal 1

Student	Desired behaviour	Priority context	Time period	End date
Strategies				Staff responsible for data collection and data method used

Goal 2

Student	Desired behaviour	Priority context	Time period	End date
Strategies				Staff responsible for strategies and data collection

STAGE 3: TRACK *(complete throughout Term)*

Record effectiveness of adjustments and progress towards goals throughout the Term. Have adjustments, goals and strategies recorded on the running sheet. Consider how best to record progress (e.g. a table for recording number of positive behaviours/skill demonstration). Make changes to adjustments and strategies as needed to better support the student and note these on the sheet.

Observation Log		
Date of observation	Observer	Observation / Notes / Suggestions



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IEP Meeting Log		
Date of meeting	Attendees	Discussion points

STAGE 4: ADAPT *(complete throughout term)*

Summarise the effectiveness of the adjustments and strategies over the Term in supporting student success.

ADJUSTMENT EVALUATION			DATE:
1.	Adjustment		Keep
	Reflections		Change
2.	Adjustment		Keep
	Reflections		Change
3.	Adjustment		Keep
	Reflections		Change
4.	Adjustment		Keep
	Reflections		Change
5.	Adjustment		Keep
	Reflections		Change
GOAL EVALUATION			DATE:

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