

Acknowledgement of Country

*We acknowledge the traditional custodians of this land,
and we pay our respects to the Elders past, present and
future*



INCLUSION

10 considerations for schools

23 September 2019

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2019 AASE CONFERENCE, TASMANIA



Inclusion in SEVR

- 2018 was “The Year of Inclusion”
- Many of the recommendations of the **Program for Students with Disability (PSD) review** and the **Autism Parliamentary Inquiry** are being put into place in policy in 2019 and beyond



Education for all Policy

Inclusive education

all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.

- DET link
- <http://www.education.vic.gov.au/about/programs/Pages/Education-for-all.aspx>



SHARE Principles for Inclusive Education

- **S: Student-centred**
- **H: Human rights focused**
- **A: Acknowledges strengths**
- **R: Respects legal obligations**
- **E: Evidence-based**



Summary of Principal's responsibilities

- Adherence to *Disability Discrimination Act* and *Disability Standards*
- Make 'reasonable adjustments' for students with disabilities in consultation with students and/or parents/carers
- These could be:
 - Differentiated curriculum/adjustments
 - Modifications to school environments and excursions
 - NCCD reporting about level of adjustments
 - Support PSD funding applications
 - Model inclusive leadership

The “HOW” of Inclusion

10 considerations for schools

Turn and talk activity- 2 minutes

Tell your neighbour about an **effective inclusion strategy** you currently see implemented in a school. Note these down.



1. Be welcoming

- Physical access
- Environment
- Website
- Enrolment procedures
- Advice on school settings
- Advocates
- Attitude and culture



2. Be organised

Consider the use of a Student Management Tool which can **DOCUMENT, STORE and RETRIEVE WITH EASE;**

- **Accountable staff**
- **Quick Links to consents, ILPs, BSPs, SSG minutes and actions**
- **Reminders for SSG meetings, PSD re-applications, re-appraisals**
- **Allergies and serious medical conditions**
- **DHHS arrangements, family court orders**
- **Track attendance**



DOCUMENTATION: Keep a template to document and overview of actions including:

- 7 Core strategies:
 1. SSG
 2. ILP
 3. BSP
 4. SSS consult
 5. Specialist consult
 6. Workforce consult
 7. Training
- Implement with Fidelity
- Evaluate and re consult with specialists
- Incident reports, File notes,
- Parent contact/engagement (emails, phone calls)

Keep a Chronology template

Chronology: Summary of supports and interventions:

Student Name: XXXXXX

Summary family history:

- Lives at home with Mother XXXX and older sister XXX in year 8 at local SC

Summary School History:

- Enrolled in Prep/Foundation year at XXXXX PS in Jan 2018 currently in year 1
- School worked with Parents and Yooralla to support transition prior to enrolment

Code:

- SSGs and parent contact highlighted in green
- Professionals meeting, specialist consult or assessments highlight in blue
- Training highlight in orange
- Incidents highlight in red

Date	Event	Summary	Action & Person Responsible	Reference document
30 June 2017	Enrolment enquiry	Mother submitted enrolment application and provided documents including previous assessments. Identified Yooralla involvement and obtained consent to contact via release of information form.	<i>Student Wellbeing Officer (SWO)</i> :contact Yooralla and mother to arrange SSG to develop transition plan <i>Assistant Principal (AP)</i> : Phone SSS for advice and query potential PSD application?	<ul style="list-style-type: none"> Signed release of information form Previous assessment reports
9 Oct 2017	SSG Enrolment	Transition plan developed with input from Mother, Yooralla key worker, student wellbeing officer (SWO) and Assistant Principal (AP) SSS consent obtained for PSD application inclusive of cognitive and language assessment Agreement for teachers to collect observations during transition	<i>SWO asks Teachers</i> : Collect observations during transition days <i>SWO & 2018 Teacher</i> : Draft the BSP and ILP based on SSG input and previous reports <i>AP</i> : Arrange SSS to complete assessments for purposes of PSD	<ul style="list-style-type: none"> SSG minutes Transition Plan, SSS consent
Term 4 2017	Transition visits 16/10/17 23/10/2017 30/10/2017 13/11/2017	Child attended transition days. School staff collected and documented observations	<i>SWO</i> : arrange meeting with relevant school staff to discuss student needs and behaviours to be tracked based on collective observations to further inform BSP/ ILP	<ul style="list-style-type: none"> Attendance records Documented observations from transition days
23 October 2017	SSS assessments for PSD application	SSS cognitive and language assessment for PSD application completed	<i>SWO</i> : to arrange SSG to progress PSD funding application	<ul style="list-style-type: none"> PSD funding application for SBD Cognitive and language assessments

3. Schoolwide

- **Everyone involved and accountable- every teacher does Individual Learning Plans**
- **Governance structure**
- **Working groups**
- **Encourage family involvement**
- **Student voice**



4. Professional Learning

- Online Professional Learning offered by your Education Department
- in Victoria- Inclusive Classrooms [Inclusive Classrooms professional learning program](https://www.deafeducation.vic.edu.au/professional-learning/inclusive-classrooms)
<https://www.deafeducation.vic.edu.au/professional-learning/inclusive-classrooms>
- Prevent-Teach-Reinforce, Behaviour Response Planning, Managing Challenging Behaviour <http://detbehavioursupport.vic.edu.au/>
- Webinars eg Sue Larkey or NCCD
- All Play Learn <https://allplaylearn.org.au/>
- Inclusion conferences/Networks
- Dyslexia workshops/webinar
- Restraint & Seclusion Guidance refresher
- Special Ed post grad training
- Secondments/job swaps
- Highly recommend School Wide Positive Behaviour Support and Regional Autism Inclusion Consultant Programs



5. Allied Health Support

- Reasonable adjustments
- Complex communication needs- Sp Path with AAC experience
- Sensory issues- OT
- Behavioural Issues- Psych / Behaviour Specialist
- Ask professionals for recommendations to implement at school
- Evidence- based
- In keeping with Inclusion principles
- NDIS Therapy in Schools Guidelines for prins

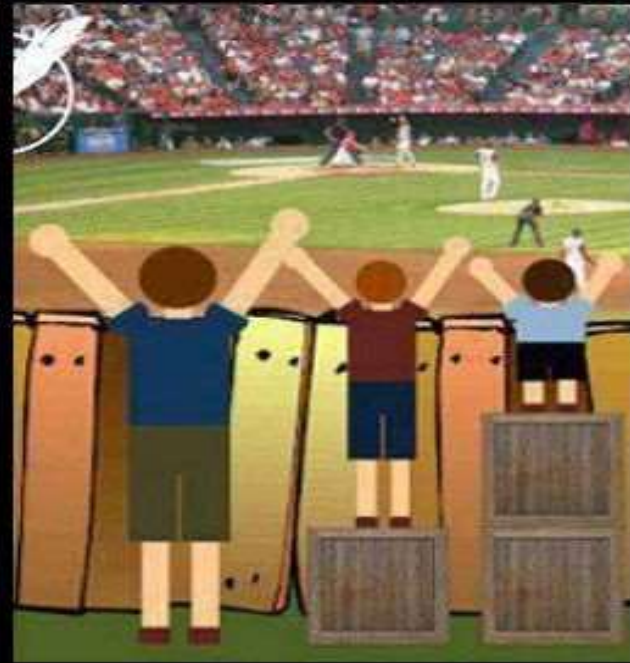
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Equality



Equity



More pics on www.imfunny.net

To treat you fairly is NOT to treat you equally.

6. SMART ILP Goals

- Aim high
- Assume competence and ability to learn
- Be respectful



7. Safety

- Hands off
- PBS strategies
- Emergency situations
- Reporting
- Restraint & Seclusion Guidance

<https://www.education.vic.gov.au/school/teachers/behaviour/restraint/Pages/default.aspx>

- Occupational Health & Safety



8. Staff support

- **Counselling/debriefing**
- **Reflective practice**
- **Communities of Practice**
- **Collegiate support**
- **Visit and invite others in**
- **Share resources generously**



9. Get advice

- **Area Disability Coordinators and Wellbeing Coordinator**
- **School based allied health professionals (SSS in Vic)**
- **Area Complex Cases**
- **Regional IAP Manager for policy advice**
- **Area Educational Leaders (SEILs and EILs)**
- **Central Complex Cases**



10. Enjoy working with your students

- Measure progress- small steps, big progress
- Maintain sense of humour
- Expect the unexpected
- Celebrate small successes
- Remember how far you have come
- Look after your wellbeing



WHAT

I N C L U S I O N MEANS TO ME



same OPPORTUNITIES

HAVING EVERYONE ON BOARD

VITAL TO Student Success

BEST EDUCATION for ALL STUDENTS, ALL BACKGROUNDS



WELCOMING TEACHERS, NICE STUDENTS



TEACHING DIFFERENCES + INCLUSION @ PRIMARY LEVEL

DO IT EARLY!

PEER SUPPORT GROUPS



OUTSIDE OF CLASS... IT'S LESS FORMAL!



inclusion



STUDENT VOICE, STUDENT CHOICE!

NOBODY SHOULD FEEL CUT OFF from the GROUP!

BULLYING: STANDING BY MAKES YOU JUST AS GUILTY...

BUT MOST PEOPLE DON'T KNOW WHAT TO DO!



I WAS bullied & judged by some... FRIENDS DON'T!

WE DON'T LIKE IT BEING CALLED A DISABILITY

BRILLIANT, FLAWLESS TEACHERS

THEY UNDERSTAND US ON our LEVEL... BUT ALSO PUSH US TO succeed!

INCLUSIVE CLASS-ROOMS

TAILORED ASSESSMENTS
ALTERNATIVE TASKS

THERE IS NO REAL NORMAL

what even is it?



GRAPHIC RECORDING by ZAHRA ZAHAL

Questions?

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