PURPOSE:
To provide inclusive education so that students with moderate to severe disabilities are able to participate fully in educational programs provided by Kew East Primary School.

POLICY STATEMENT:
Inclusive education is the term used to articulate the rights of all students, including those with disabilities, impairments and learning difficulties, to participate in the full range of programs and services, and to access any facilities and programs as provided by the Victorian education system. This term implies that all students have access to a system that consistently delivers a quality education and leads to outcomes best suited to their unique skills and competencies.

GUIDELINES:
The implementation guidelines for this policy shall include reference to the following:
• Educational programs provided by schools will seek to ensure full acceptance and participation of all students in the life of the community
• All students with special educational needs should have access to supportive learning environments, appropriate program goals and targets as well as timely support from specialist professionals
• Parent/guardian/carer(s) are valued partners in the educational process and play a vital role in setting learning goals for their children
Student’s perspectives, where appropriate, should be sought and reflected in learning and teaching arrangements.

IMPLEMENTATION
1. The Assistant Principal will be assigned the responsibility to coordinate the Disabilities and Impairments program at KEPS, including the coordination of applications for funding, the coordination of Program Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
2. Program Support Group (PSG)
A Program Support Group will be established for all eligible students. The role of the Program Support Group (PSG) is educational programming and monitoring of student progress. They identify strengths, learning styles and the context the student works within and set individual long and short term goals for the student. The PSG comprises of parents, parent advocate (parent option), class teacher, school principal or representative, aides, visiting teachers, guidance officers and social workers, where appropriate. This group may also include representatives from outside agencies such as Human Services etc. The group meet once a term or as recommended by the PSG.
Principal or nominee should chair the meeting.
Principal/Nominee is to ensure accurate minutes are taken and distributed to all members.
3. Learning Support Team
This team comprises assistant principal, aides and a teacher representative and meets fortnightly. This is a communication meeting where aides discuss their student’s needs and how they support them. This is also a session that is used to inform and develop SSO staff.
4. Documentation
Each individual child has a file kept in the Assistant Principal’s office
Classroom teacher’s are responsible for keeping their own files, with student individual learning plans, complete with goals and progress
Aides also have a file in each child’s classroom that outlines daily routines and other special needs of the child
5. Professional Development
SSO’s are encouraged to participate in all curriculum days and teacher professional development targeted at improving learning outcomes for students.
Where funding is available SSO’s are encouraged to participate in professional learning activities to develop their skill and knowledge.

DOCUMENTS IN SUPPORT OF THIS POLICY:
Program for Students with Disabilities 2007 Handbook
PSD 2006 Educational Needs Questionnaire

Program Leader:
Assistant Principal
Effective Date:
November, 2006
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