

CURRENTLY UNDER REVIEW

Inclusion Policy

It is our Policy that all Children at Dulwich Hill:

- Have the right to be listened to and treated with respect;
- Have the right to feel pride in their learning;
- Have the right to feel safe and secure in a respectful social environment and safe physical environment;
- All children share the responsibility to care for the well-being and learning opportunities of each other;
- Have the right to participate in learning programs both designed as whole class and as individual plans;
- Are supported towards achieving a common set of learning goals and competencies;
- Have the right to contribute their ideas to the curriculum and culture of the school and to receive advocacy for their needs;
- Learning competence and confidence is assessed regularly with the view to revising program provision families are provided with avenues for additional support if this is likely to improve the well-being of a child.

The school community strives to redress any mechanisms which might exclude children from equal access to, participation in and outcomes of schooling based on language or culture, gender, physical, intellectual or emotional state or socio-economic status.

Resources adequate to the task of ensuring the true implementation of this policy are constantly sought, often from outside agencies. Should our resources be inadequate to support the child, referral to services with appropriate resources is undertaken.

It is our Practice that: All children, staff and families are guided by a set of four rights and responsibilities for all. The curriculum is devised so that children can enter and engage at the point at which they feel competent. Diagnostic assessment practices are initiated by ESL and LD teachers following enrolment.

The whole school focuses regularly on the value to society of diversity and the fundamental commonality of humanity. Buildings, grounds and equipment are regularly maintained and additional facilities sought to ensure access if necessary. The learning program is devised as an integrated program emphasising the links between areas of knowledge and skill and developing a range of competencies seen as essential for life beyond primary school.

The curriculum attempts to draw upon the life experiences of the children. Specialist teachers of five languages help children to make links between the two dominant cultures of which they are part. It aims to make explicit the contexts and purposes for learning activities so that children can understand why they are doing what they are doing. A profile of knowledge, skill and understanding is developed for each child along a common continuum.

All children, no matter what age or experience, can show learning achievements on this continuum. Assessment, therefore, is criterion referenced and both parents and students can see where the learning is going. Each child has a portfolio which is a means to exhibit their learning achievements. The curriculum is devised to be broad and balanced so that all children, each week, are involved in a rigorous program of intellectual, linguistic, physical, artistic and social experience.

Children whose learning progress is a cause for concern are identified as 'Learners at Risk' for the period that this concern remains. A cycle of discussions, planned diagnostic procedures, interventions and monitoring of change in learning progress occurs to reshape the nature of learning support.

Diagnostic processes take a pathway as follows: physical (health), emotional/welfare then cognitive (psychometric). Children can be referred for specific support in English as a Second Language, New Arrivals, Literacy and Numeracy support, Counselling, Aboriginal literacy, Reading Recovery, Specialist Hearing and Vision support, Intensive Reading and Language classes, Intensive emotional support classes or can be provided with additional support by Integration Aides whose job is to help students to engage in the classroom program. Children who participate in any of these programs are guided by individual learning plans with parental input and support. Specific technologies and additional funds, as well as sponsorship to facilitate learning outcomes, can be - and are constantly being - sought.