

Inclusion Policy



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Related Department for Education policies, procedures, guidelines, standards, frameworks	
Related Riverbanks College B-12 policies, procedures, standards	Teaching and Learning framework, Assessment and screening policy, student consultation process
Responsibility	School Leadership and Governing Council

Rationale

At Riverbanks College we believe that inclusive communities start with inclusive schools that value diversity. We respect the right of all students to be welcomed and to belong to our community.

We believe all students are entitled to access the Australian Curriculum at an appropriate level of challenge, and positive behaviour support to develop the skills to be self-regulated, confident, and reflective young people.

Inclusive education is a fundamental human right of all students, and there are decades of research to demonstrate that inclusive education offers superior results for students.

At Riverbanks College we aim to ensure all students are present, participating and making progress. We also measure student progress against these three areas



Riverbanks College will:

- Ensure all students are in an age-appropriate classroom and engaged in intellectual challenge at an appropriate level through quality differentiated teaching practices.
- All teachers provide access to the Australian Curriculum with varying levels of adjustment to support their learning.
- All students are “ready to learn” and regulated through accessing the school positive behaviour support program.
- All students access intervention (including extension) at varying degrees of intensity based on their individual learning needs.
- All students feel a sense of belonging and connection to our school community which is reflected through their kind actions to themselves and others.
- All students are involved in a consultation process about their learning, and personally approve their learning plans.

- All teachers and para-professionals are equipped with the skills, knowledge and understanding to support students based on their current level of readiness.
- Staff uphold their obligations to consult with parents and students about learning adjustments and support.

Inclusive teaching and learning

Riverbanks College operates multi-tiered systems of support. This means all students access evidence based, core effective practice in their classrooms (tier 1). This is supplemented by additional intervention in varying degree of intensity (tier 2 and 3) to ensure students have the knowledge, skills and understanding required to access age-appropriate curriculum.

Students move between tiers of intervention based on a rigorous evidence collection which may include:

- screening tools
- formative and summative assessment (assessment for learning and assessment of learning)
- diagnostic tools
- information from allied health professionals and parents
- school data collection processes.

Families are always informed when students are accessing an intervention and students must approve their learning program through the student consultation process.

Positive behaviour support

Riverbanks College has a school-wide positive behaviour support (PBS) program underpinned by our values of kindness, collaboration, grit and belonging. Our focus on promoting positive behaviour, through Thrive Time and daily learning experiences aligned to our school values, teaches students all students the skills needed to be in class and ready to learn, by explicitly teaching them how to self-manage and be socially aware (tier 1). Students who require additional behaviour supports access behaviour interventions at varying levels of intensity (tier 2 and 3). Students and families can access the positive behaviour support policy on our website.

Teachers' obligations

- Uphold obligations under the Disability Standards for Education by ensuring all students can access and participate in learning on the same basis as their peers. The disability standards obligate educators to consult with families and students to understand the impact of a student's disability and to determine adjustments required, make reasonable adjustments, and eliminate discrimination.
- Conduct assessments and screeners in line with the assessment and screening policy.
- Deliver core, effective universal practice at tier 1 that is universally designed to ensure all students can access the learning.
- Deliver effective evidence-based interventions at tier 2 that are aligned to tier 1 and measure progress on a five-weekly cycle.
- Communicate with the inclusion team about the presence, participation and progress of their students accessing intervention.
- Document progress of tier 2 interventions and refer for tier 3 if progress is not demonstrated after 5 weeks.

Inclusion team obligations

- Consult with students and families to determine impact of disability and appropriate adjustments.
- Run evidence-based tier 3 interventions that measure progress on 5 weekly cycles.
- Support all staff to work within multi-tiered support frameworks across all domains and all tiers.
- Ensure all interventions are appropriately funded and enable evidence-based interventions to occur.
- Run additional diagnostic screeners to help determine student's readiness to class teachers.
- Deliver ongoing professional development that focuses on multi-tiered systems being delivered with fidelity.

Our commitment to inclusive education

At Riverbanks we know that all students benefit from an inclusive education. As we continue working to create a more inclusive school and community we will be guided by the definition of inclusive education as outlined by General Comment Number 4 to Article 24 on the Conventions of the Rights of Persons with Disabilities.