



# INCLUSION POLICY

We believe that this policy should be an overarching one that is true to the school's vision and aims. It makes clear the importance of leadership, the culture within the school, as well as putting policy into practice. Our inclusion policy is linked to other school policies and programs: [Student Engagement and Wellbeing](#), Curriculum, [Gender Inclusion](#), [Child Safe Standards](#), Respectful Relationships, Health and Wellbeing and In@OGPS (well being program run across the school at the beginning of each school year).

## Purpose:

Orchard Grove Primary School is committed to delivering an inclusive education system to facilitate the full and active participation of all children and to ensure all students have access to a quality education that meets their individual needs.

## Guidelines:

At OGPS we respect the diversity in ability as well as religious, cultural, racial, ethnic, gender and social backgrounds of our students.

We cater for a range of needs by ensuring our programs make 'reasonable adjustments\*' to accommodate our students with diverse needs, (including disability or medical condition). We use resources such as the Student Resource Package, Student Support Services, School Counselling Services, the Program for Students with Disabilities (DET), Individual Learning Improvement Plans and Student Support Plans as and when applicable.

*(\*An adjustment is a measure or action taken to assist any student to participate in education on the same basis as other students. This includes any measure or action taken to assist any child with individual needs).*

We believe that wherever possible all children should learn together regardless of differences; that every student can learn and achieve their potential; and that the continuum of student needs should be matched by a continuum of programs, support and services.

OGPS recognises and responds to the diverse needs of our students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with our community. Additional Professional Development is provided for staff, either on an individual or whole school basis if applicable.

The [Disability Standards for Education 2005](#) clarify and make more explicit the obligations on

schools and the rights of students under the [Disability Discrimination Act \(DDA\) 1992](#). The standards cover enrolment, participation, curriculum, development, student support services, and harassment and victimisation.

When planning an adjustment for the student, we consult with the student, their parent/guardian/carer(s) through a range of processes, both informal and formal, including chats, notices, phone calls and Student Support Group meetings. We maintain student privacy regarding any adjustments.

Where eligible, we apply for The [Program for Students with Disabilities](#) - a targeted supplementary funding program for Victorian government schools. It provides resources to schools for a defined population of students with disabilities, with moderate to severe needs, who meet criteria for one of seven program categories:

- physical disability;
- visual impairment;
- severe behaviour disorder;
- intellectual disability;
- hearing impairment;
- autism spectrum disorder;
- severe language disorder with critical educational needs.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Students with a disability may be excluded if, by reason of their impairments or safety, they require special services or facilities that are essential to their participation in the educational program and those services or facilities cannot reasonably be provided by DE&T or school.

**Links:**

[Student Engagement and Wellbeing Policy](#)

[Curriculum Framework Policy](#)

[Equal Opportunity Act 2010](#)

[The Charter of Human Rights & Responsibilities Act 2006](#).

**Ratified by Council - 2018**

**Review Date - 2021**