



# INCLUSION POLICY

## BLACKBURN LAKE PRIMARY SCHOOL

Florence Street Blackburn 3130

### **RATIONALE**

All Victorians, irrespective of the school they attend, where they live or their social or economic status, should have access to high quality education. Blackburn Lake Primary School is committed to embedding inclusive education in all school environments for all students.

### **AIMS**

This policy aims to support the inclusion of all students at Blackburn Lake Primary School.

### **IMPLEMENTATION**

Blackburn Lake Primary School believes in and fully supports inclusive education. An inclusive education system enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. Inclusive education:

- ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- occurs when all students are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- contributes to positive learning, engagement and wellbeing outcomes for students.

### **Definitions**

*Personal attribute:* a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

*Direct discrimination:* unfavourable treatment because of a person's protected attribute.

*Indirect discrimination:* imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

*Sexual harassment:* unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

*Disability harassment:* humiliating comments or actions about a person's disability.

*Vilification:* conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

*Victimisation*: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

## Victorian SHARE Principles for Inclusive Education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

### **S: Student-centred**

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

### **H: Human rights focused**

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

### **A: Acknowledges strengths**

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

### **R: Respects legal obligations**

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

### **E: Evidence-based**

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

## Legal Obligations

Blackburn Lake Primary School will abide by the legal obligations that include the provision of educational opportunities, duty of care, occupational health and safety, upholding of human rights, and the prevention of discrimination.

Blackburn Lake Primary School, as education providers, will comply with the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) (the Standards), see: [Disability Standards](#)

The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation, and provide guidance for schools on:

- the rights of students with disabilities
- the legal obligations on education providers
- some of the measures that would demonstrate compliance.

The Standards apply to all students with disabilities, not just those who are eligible for support under targeted funding programs. Additional resources provided to schools do not define or limit the support provided for student disabilities.

## Reasonable Adjustments

Under both State and Commonwealth laws Blackburn Lake Primary School will make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a

measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

When planning an adjustment for a student, the Blackburn Lake Primary School will consult with the parent/guardian/carer(s) and the student, through appropriate means, for example the Student Support Group process.

## Department of Education Resources

- [Abilities Based Learning and Education Support](#) (ABLES) provides a suite of curriculum, pedagogy, assessment and reporting resources
- Autism Friendly Learning for learning initiatives and resources
- [Disability Standards](#) includes fact sheets and links to eLearning resources
- [Language and Learning Disabilities Support Program](#) for supporting students with language disorders and difficulties
- Legal Obligations for information on the provision of educational opportunities, duty of care, occupational health and safety, human rights and discrimination obligations
- [Medical and Accessibility Support](#) includes School care, Medical Intervention Support, Equipment Grants for Students with vision Impairments and Accessible Buildings Program
- [Nationally Consistent Collection of Data](#) includes links to resources
- [Program for Students with Disabilities](#) for further information on the additional support within the Student Resource Package for eligible students with disabilities in regular and specialist schools
- [Learning Difficulties and Dyslexia](#) for assessments and focused teaching strategies that can assist in supporting and monitoring a student's learning and progress in reading
- [Engagement Support for Specific Groups of Students](#) includes resources, strategies and supports for specific groups of students who have additional needs, or may face particular barriers to engage with school
- [Student Support Groups](#) guidelines to assist schools in supporting students with disabilities and additional learning needs

### **EVALUATION**

This policy will be reviewed within three years.

**RATIFIED BY SCHOOL COUNCIL: Dec 11 2018**

**PRINCIPAL:** Loisia Steed     **SCHOOL COUNCIL PRESIDENT:** Dan Watts