

Marlborough Primary School

School Policies Manual



INTEGRATION POLICY

Rationale:

Marlborough Primary School is committed to providing access to quality educational opportunities for students with disabilities within our local area. Programs and resources will be provided to support the individual needs of students so they can develop academically and socially alongside their peers.

Aims:

- To provide all students with learning opportunities which cater for their individual needs.
- To ensure that students who are funded through the Program for Students with Disabilities have programs tailored to meet their requirements.
- To apply for and provide adequate resources, services and support for the teacher, aide and the parents to cater for the individual needs of the students.
- To increase the participation of students with disabilities in the educational programs and social life of the school and the community so as to encourage their independence.

Implementation:

1. When an enrolment inquiry regarding a student with a disability or impairment is made, parents will be asked to complete an admission form and a Student Support Group will be formed to provide information to help determine the level of resources available to the school.
2. Priority will be given to students enrolled full-time at Marlborough Primary School, particularly when they reside within the school's immediate locality.
3. A staff member will be assigned responsibility to coordinate the Program for Students with Disabilities, including the coordination of funding application, the coordination of Student 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.
4. The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
5. The number of children integrated into any one class will be limited in consideration of the needs of all students and the teacher, in consultation with the appropriate staff and the Principal.
6. The school recognises the right of parents to have an advocate to speak on their behalf and encourages parents to fully utilise this right.
7. Children may be excluded under the Equal Opportunity Act (Discrimination Against Disabled Person's Act 1995):

- If the student's impairment requires services or facilities which cannot be reasonably provided.
 - If there is a likelihood of injury to others or a substantial risk that they would injure themselves.
 - If they interfere with the learning of other children.
8. A Student Support Group will be formed using the guidelines established in the "Program for Students with Disabilities and Impairments Handbook" to advise the Principal on the appropriate education program and resources which will best meet the educational needs of the student. This group will:
- Identify the educational and social objectives for each student.
 - Determine an appropriate educational program within state-wide guidelines to meet these objectives in the process of gaining resources.
 - Recognise that the admission of any student may need to be delayed until adequate resources ensure the school is able to meet the requirements of the student.
 - Review the student's progress on a regular basis.
9. Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision. These Groups should meet at least once per term or more regularly if required and will make recommendations to the Principal regarding the development and implementation of individual student programs.
10. The development of the student's independence should be encouraged and an Individual Learning Plan developed.
11. All staff should have the opportunity to attend in-service education to enable them to provide professionally for the student with a disability or impairment, particularly staff working directly with a disabled student.
12. Communication with relevant consultants and support agencies will be undertaken on a needs basis.
13. Curriculum programs will, wherever possible, be inclusive of all students.
14. The school community should be informed about the Integration Program.