# Building an Inclusive School at FERNY HILLS

'Every Student Succeeding'

Friday 27 November 2020

Presented by-

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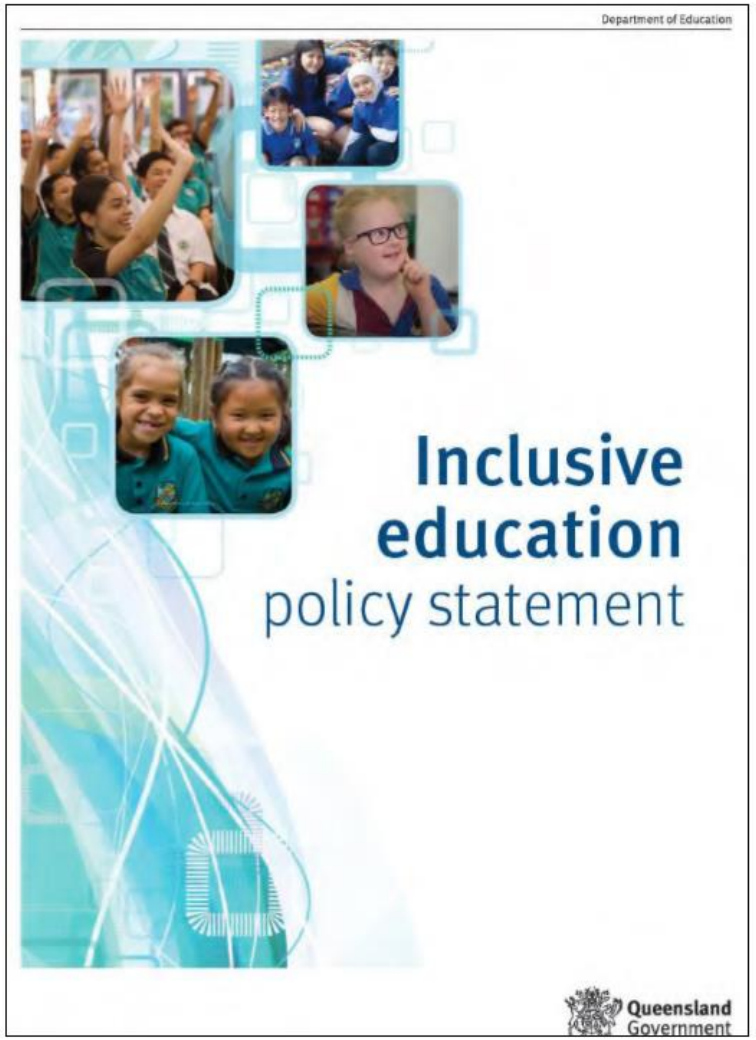
"Equity is who has the keys to the room.
Diversity is who is in the room.
Inclusion is who feels welcome in the room."

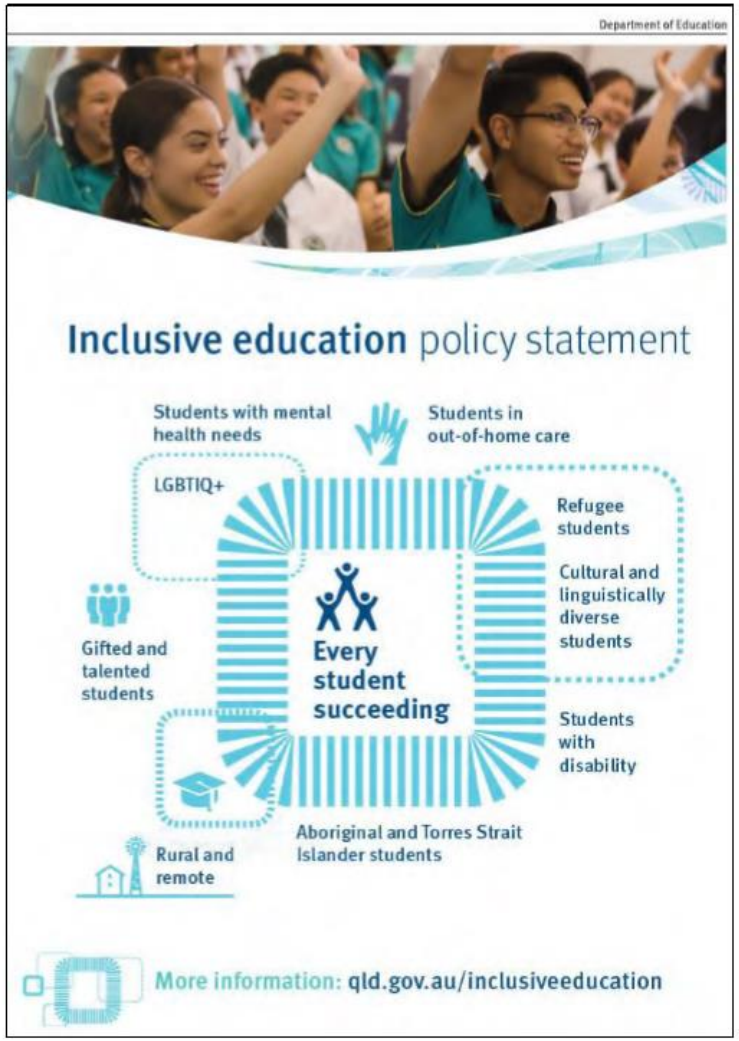
# Department of Education Plan

The department's plan is to ensure every school day, in every state school our teachers and school leaders are maximising outcomes for all students.

# Policy

## METROPOLITAN REGION 2019 | *Creative, Connected, Engaged in Metro*



# What does Inclusive Education mean?

Students experience inclusive education when:

- Assess and participate in learning
- Alongside similar age peers
- Supported by reasonable adjustments
- Teaching strategies tailored to meet need
- Embedded in all aspects of school life
- Supported by culture, policy and every day practice

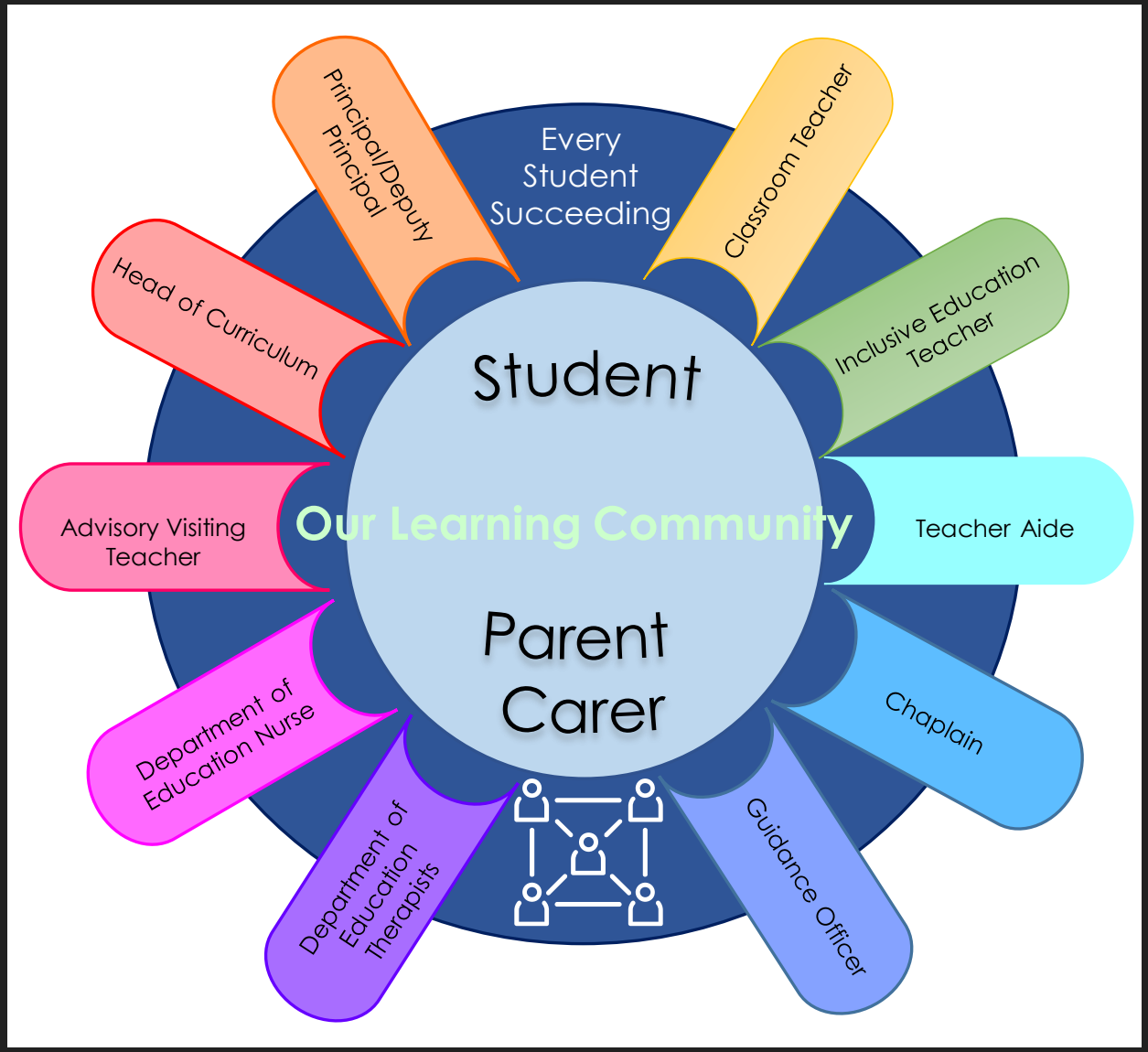
It is NOT

**integration** – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

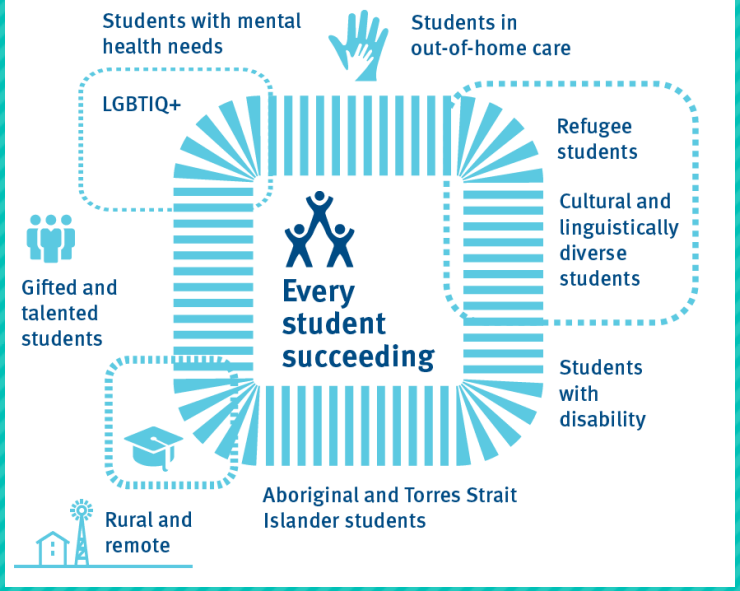
**segregation** – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.

**exclusion** – students are unable to access any form of education.

# Our Team


Every Student Succeeding
Student
Parent Carer
Our Learning Community
Principal/Deputy Principal
Classroom Teacher
Head of Curriculum
Inclusive Education Teacher
Advisory Visiting Teacher
Teacher Aide
Department of Education Nurse
Chaplain
Department of Education Therapists
Guidance Officer

# Who does our Inclusive Education Team support?




- Medical needs e.g. Diabetes, epilepsy
- Disabilities, include diagnosis of:
  - Dyslexia, Dyspraxia
  - Anxiety
  - general learning disabilities
  - EQ verified disabilities - ASD, SLI, ID, HI, VI & PI
- Refugee Students
- Out of home care
- Mental health needs
- Culturally and linguistically diverse students
- Gifted and Talented
- Experienced trauma
- LGBTIQ+

# How are students identified?

Students are identified as requiring additional support via two avenues:

- Identification through analysis of student data and ongoing monitoring of student progress, including;
  - Curriculum
  - Behaviour
  - Wellbeing
  - Attendance

- Or a diagnosed disability

# Supporting our Learners

The whole school approach consists of:

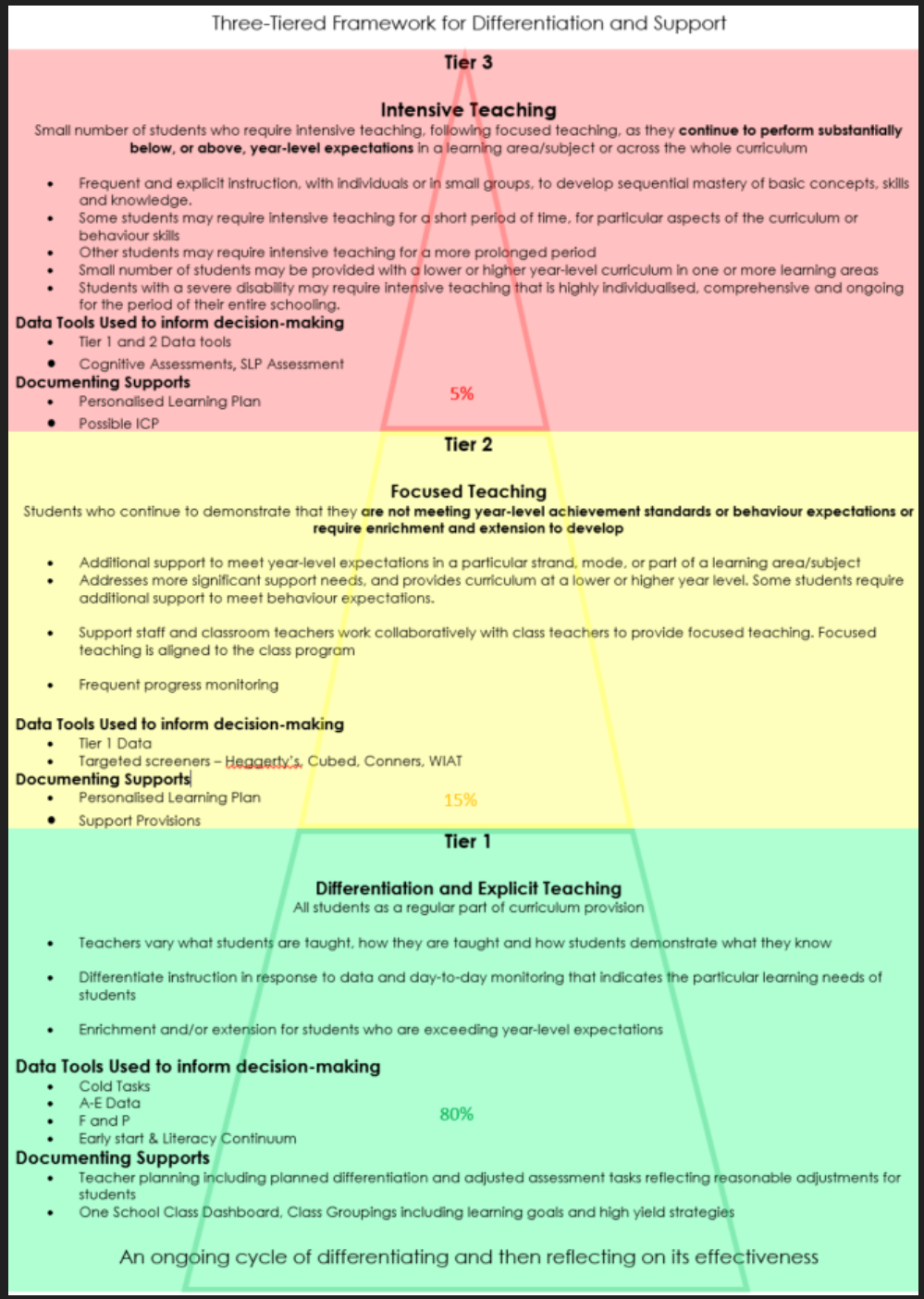
Classroom Teachers plan for every student to participate and learn.

- Staff supporting student with:
  - access
  - Participation
  - achievement

- Three tiers of Support increase with levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff, :
  - Differentiated Teaching
  - Focused Teaching
  - Intensive Teaching

- Tier of support identified through:
  - analysis of student data
  - ongoing monitoring of progress

# The process of support



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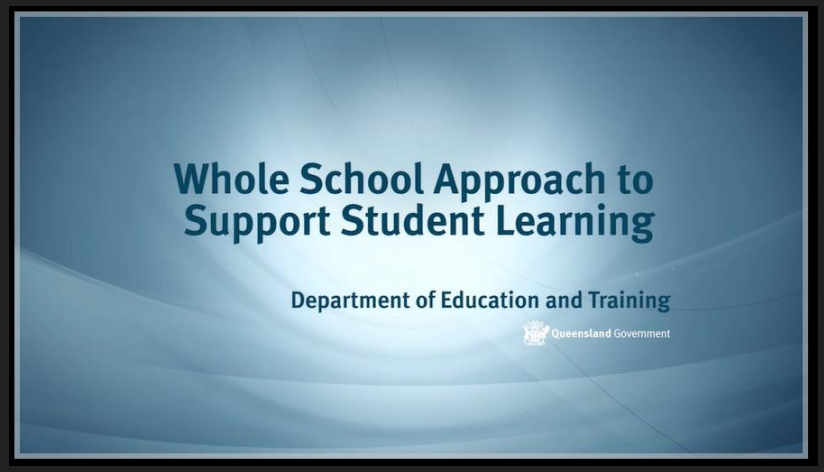


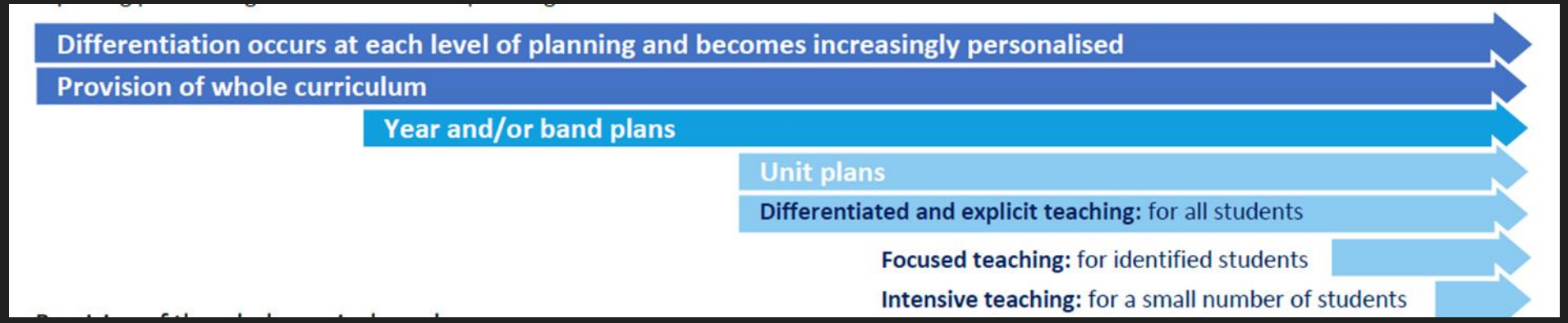

# 10 Reasons for Inclusive Schools

Everyone is valued and participates to the best of their ability.

All children have equal access.

Focus is on child's abilities, not disabilities.

All children learn alongside their same-age peers.

Various resources and technologies are used for different learning styles.

Children become accepting of one another.

Students have positive and appropriate supports in the classroom.

Meaningful relationships develop between students as they spend time with one another.

Teachers are highly trained at delivering a differentiated curriculum to meet individual needs.

Students develop confidence in their ability to interact with the world around them.

**Everyone is welcome!**

www.theinclusiveclass.com