



Document Version Control

- a. Initial document
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1. Policy Statement

Wiley Park Public School aims to provide a safe, caring and welcoming learning place where all students and staff are treated with respect. Staff, students, parents and members of the community share responsibility to ensure active support of the Integration Policy.

Integration opportunities are implemented at Wiley Park PS. Students access integration opportunities according to their individual needs and abilities. Children are integrated into various aspects of the school routine, where age appropriate social and behavioural considerations are acknowledged.

2. Definition

Integration: Students with disabilities having the opportunity to participate in regular class settings and pre-existing structures where some adaptations, modified resources, and altered environments are made.

3. Justification

"The Department of Education and Communities statement of commitment for people with disabilities outlines the department's commitment to people with disabilities, education objectives based on the principal of 'normalisation' and responsibilities at state, regional and school levels. It also articulates the rights of parents, caregivers and students" (People with Disabilities – Statement of Commitment, DEC 2016).

4. Our beliefs

At Wiley Park Public School we believe Integration opportunities must be:

- Age appropriate.
- In consultation with parents, staff, and relevant stakeholders.
- Purposeful, planned, and specific to individual child needs.
- Considerate to the wellbeing of all students.
- Positive to develop a students' sense of belonging to the school community.
- Equitable for all stakeholders.

5. Collaboration and Consultation

At Wiley Park Public School, a policy has been developed by the staff and communicated to the community through the P&C. It is our intention that this policy reflects the needs of students, their families and the school.

6. Integration opportunities

Key Learning Areas	English, Mathematics, Creative Arts, History, Science, and Personal Development, Health and Physical Education (PDHPE).
Social	Provision of particular programs/areas. For example Social Room, Chill Out playground.
Whole school	Assemblies, Special Events, Whole School Fitness Program, Excursions and Incursions.
Type of support	Attendance with Student Learning Support Officer (SLSO), independent participation, reverse integration and peer attendance.

Integration Policy Management

This Integration Policy will be actively supported by the School and its Parent community by regular revision, recognising respective responsibilities, and working in a collaborative team structure.

a. School Responsibilities

- I. Offer integration opportunities that promote positive attitudes and acceptance.
- II. Employ strategies for effective communication regarding integration.
- III. Create a culture where *all* learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals.
- IV. Promote positive community perceptions of children with disabilities.
- V. Promote a sense of inclusiveness, non-discrimination and equal opportunity.
- VI. Develop life skills.

b. Teacher Responsibilities

- I. Special Education teacher and regular class teacher to plan and collaboratively liaise about expectations, purposeful objectives, and feedback.
- II. Communicate organisation with relevant teachers, parents, students and stakeholders.
- III. Engage in professional dialogues with colleagues to enable proactive strategies for Integration.
- IV. Inform and collaborate with parents, members of the community and relevant stakeholders.

c. Parent Responsibilities

- I. Support the school Integration Policy by promoting a positive attitude to inclusion.
- II. Attend Personalised Learning and Support Plan (PLSP) and Review meetings.
- III. Provide opportunities for continuation of socialisation skills outside of school hours.

d. Student Responsibilities

- I. Follow and demonstrate the class and school rules when attending a different classroom.
- II. Willingly participate in the lesson to the best of their ability.

7. Supporting Legislation This policy is written with reference to:

NSW Anti-Discrimination Amendment Act 1997
Disability Inclusion Act 2014
Disability Standards for Education 2005
NSW DEC People With Disabilities – Statement of Commitment

8. Supporting Documents This policy is written with reference to:

The Alliance for Inclusive Education. <http://www.allfie.org.uk/pages/useful%20info/integration.html>
Special Education Handbook for Schools (1998) NSW DET.

9. Review

This policy and associated procedures are reviewed bi-annually.