



Integration

POLICY

Context

- State, national and international legislation recognises that people with disabilities and impairments are accepted as fully participating members of society. Integration is a process enabling children with disabilities and impairments the opportunities, choices and support to participate in family and community life.

For the child and family, integration means:

- Having the same opportunities as other children and their families, to participate in their chosen childhood and other local community services and activities.
- Recognition and affirmation of each child's similarity with others; and
- Obtaining and using local specialist support services to the greatest extent possible.

For the community, integration involves:

- Access, acceptance and inclusion of all children and their families in community services, networks and activities; and
- Valuing the range of differences between all people and respecting each person's integrity in being themselves amongst others.

Philosophy

All students can learn and be taught in the regular classroom program. In classrooms we are faced with the challenge of educating students with an increasingly wide and complex range of individual differences.

We believe individual differences should be acknowledged, accepted, valued, promoted and used to enrich the learning of all students.

Purpose

Ocean Grove Primary School's first priority is the welfare of all students attending the school. It is recognised that the development and delivery of curricula is inclusive to all students, including those with disabilities and impairments. The provision of a broad and

comprehensive curriculum enables all children to access all learning areas, as offered to all other students. The school council and staff are prepared to modify structures to ensure the provision of an environment that is conducive to successful learning and the best possible access to mainstream education.

Guidelines

Ocean Grove Primary School aims to develop and implement a comprehensive curriculum which ensures that all students participate, learn and experience success. Every effort is made to successfully integrate every child.

There are a number of students receiving Integration support. The range of disabilities encompasses physical, intellectual, social and emotional impairments.

Education support staff support a program that emphasises a team approach. Student Support Groups (SSG) involving relevant people, meet 4 times a year, to plan curriculum, which facilitates optimum learning outcomes for students with disabilities and impairments. The focus of the SSG is on educational planning and monitoring student progress. This includes understanding the student, goal setting, program planning, implementation and evaluation.

Where appropriate the SSG utilises specialist assistance and outside agencies. The critical element is the matching of the student's individual learning needs and preferred way of learning with the most effective teaching methods.

Implementation

The Program Support Group procedures are used for all the students with disabilities and impairments.

Responsibility of the Student Support Group

1. Identify the educational and social objectives for the student.
2. Determine an appropriate educational program to meet the objectives.
3. Identify ways in which this educational program may be implemented.
4. Provide advice to the Principal concerning the educational needs of the students with disabilities and impairments and the type of resources required to meet those needs.
5. Review and evaluate the student programs on a regular basis as determined by the group and at other times if requested by any member of the group.

The SSG represents a partnership in the educational planning process between the parent(s), the students and the school. Refer: SSG Guidelines for Students with Disabilities and Impairments.

Responsibilities of Education Support Staff

The prime role of education support staff is to support the student. There is also a supplementary role of assisting the classroom teacher in facilitating the integration process in a general sense. This can mean working with students other than the designated student in the classroom.

The role of education support staff member is to assist the children on integration programs towards increased independence to build self-esteem and to promote social interaction between students.

In supporting the integration of a specific student, the role may include responsibilities in the areas of:

1. Mobility-assistance to school and/or community environs as necessary.
2. Personal hygiene-assistance with toileting, clothing, washing.
3. Intensive supervision – students with severe disabilities may require one-to-one attendant care to ensure their own and others' safety.
4. Paramedical and Physical Education sessions – assistance as required.
5. Classroom support to assist the student to participate in the educational activities of the classroom.
6. Resource person to Integration Support Groups.

Education support staff should not be expected to carry out duties of professional, trained personnel. Neither should they substitute for other school personnel. Education support staff play a vital role in the integration programs of many students with disabilities. However, it must be stressed that it is the classroom teacher who has responsibility for implementing the student's educational program.

Evaluation

This policy will be reviewed as part of the school's annual review cycle.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Approved by	School Council
Next scheduled review date	November 2022.