



## INCLUSION AND DIVERSITY POLICY

The implementation of the Excursion Policy reflects the school's commitment to the Diocesan Vision and the school's vision and mission statements.

### RATIONALE

In light of The catholic faith we believe that each person is unique, made in the image and likeness of God and has gifts and talents that can be appreciated by all.

Inclusive education means that every day in every classroom, every school student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

**Inclusion:** for the purpose of this policy the definition of inclusion is from UNESCO. This definition is consistent with conceptualisations in the literature and has broad international agreement:

“Education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.” (UNESCO, 2012)

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse learning needs of their students, accommodating both the different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of Learning Support encountered in every school. (Maitland Diocese, 2017)

### AIM

To identify and cater for the diverse learning, physical, social and emotional needs of students in our care.

To support students who may need assistance in the classroom.

## CURRENT PRACTICE

St Joseph's school will, with support, demonstrate their ability to cater for all students in an inclusive environment by:

- Recognising the diverse learning needs of every student' particularly if there is a disability
- Ensuring that no student is 'invisible' in the classroom or school and differentiation practices are a feature of each classroom and lesson
- creating an environment that caters for diversity and provides an education program with an expectation that **all** students will learn well
- helping student achieve individual success through the provision of appropriate adjustments and intervention
- tracking and celebrating learning success
- setting appropriate goals with and for students
- ensuring all staff maintain a positive attitude to learning and students
- encouraging and supporting staff to seek and participate in relevant professional development opportunities
- recognizing that parents are the first educators of their children
- encouraging parental input into meetings that is valued
- maintaining information and data and reporting on students
- maintaining an accurate data base of students with additional needs
- ensuring appropriate support for students, via funding and school planning
- ensuring safe access to the school for all students
- ensuring appropriate resources, human and other, are assigned appropriately to ensure learning needs of students.
- Supporting teachers and student with specialised teachers such as IDL Teacher, Reading Recovery Teacher
- Enlisting and supporting the help of Teacher assistants
- Using programs appropriate to help student such as Reading Recovery and Quicksmart

## **EXPECTED OUTCOMES**

- That all students are valued and respected for their differences
- That all students learn well and can achieve a reasonable standard of Literacy and Numeracy and in other KLAs
- That students are happy in the school environment at St Joseph's

**Reviewed 2018**