

ESPERANCE SHS ESC and ESPERANCE SHS INTEGRATION POLICY

Rationale

Esperance ESC and Esperance SHS will ensure that students with intellectual disabilities are educated alongside their age-appropriate peers in the most educationally and socially enhancing environment.

Integration is accepted as part of the partner schools' policy in accordance with DET policy for students with disabilities:

Schools will ensure that all students, irrespective of the degree of sensory, physical or intellectual ability, have the opportunity to be educated in the most educationally enhancing environment consistent with the provision of a quality education which best meets the needs of the individual student.

The Placement Committee will ensure that students with disabilities are educated as close as possible to their homes and alongside their age-appropriate peer groups.

Social Justice in Education - Students with Disabilities December 1993

Operational Guidelines

Integration will be:

- planned by the ESC Staff
- negotiated between the ESC Principal and the ESHS Deputy Principals
- underpinned by flexibility, in consideration of individual needs
- supported by the ESC staff, with appropriate support provided and negotiated between relevant parties according to student needs
- ratified by the ESHS Principal
- overseen by the ESC Principal and the ESHS Deputy Principals

Procedures

The Deputy Principal will assign each student to a Form Class.

The Education Support Centre students will have access to the common curriculum through the unit selection procedure.

Individual Education Plans will be developed for each student by the ESC staff. These may be constructed in consultation with parents, teachers, school psychologists, Heads of Departments, therapists etc as appropriate, and as approved by the parents.

ESC staff will assist ESC students in selection of appropriate units prior to selection sheet submission.

The Education Support Centre students will have placements reserved in mainstream classes as agreed by the ESC Principal, the Deputy Principals and relevant Heads of Department. ESHS Deputy Principals will negotiate appropriate levels of support with relevant Heads of Department and involved staff. Where appropriate, these

negotiations take place prior to the normal timetabling cycle so that ESC students are included in the normal selection process.

The principal of the ESC will initiate liaison between mainstream teachers with integrated ESC students and ESC staff to promote the sharing of relevant information about the students as soon as possible and ideally before teaching commences.

Mainstream teachers may request assistance from the Education Support Centre teachers with the development of strategies to assist in the inclusion of students with disabilities in mainstream classes.

ESC teachers collaborate with mainstream teachers to meet educational needs of Education Support Centre students and evaluate their progress.

Mainstream teachers are responsible for assessment of ESC students in their classes. The role of supporting teachers includes responsibility for curriculum adaptation, such as modified worksheets and assessment modifications. Assistance for this is available from Education Support Centre staff.

Mainstream teachers are responsible for the reports of ESC students in their classes. There is flexibility in the nature of the report, with teachers choosing from a number of options. Students may be graded with their peers or given a modified grade.

Individual Education Plan or Individual Transition Plan meetings will be held with the Education Support Centre students' parents and Education Support Centre staff.

Integrated placements will be reviewed at the end of term 1 and when the IEP/ITP is reviewed.

Flexible placement of students will ensure that the most appropriate program is developed to meet the student's needs in terms of their developing independence, self-esteem, social, behavioural, recreational and academic skills and preparation for work.

Relevant Performance Indicators

The extent to which:

- The learning environment enhances the student's attainment of skills, knowledge and attitudes necessary to reach his or her full potential.**
- The curriculum is differentiated to meet the needs of individual students.**
- The curriculum of all students, irrespective of their level of disability, includes the development of independence (independent living), self-esteem, social and recreation skills (leisure and recreation), academic achievement, and career education.**
- Professional development is provided to prepare all staff involved with students with intellectual disabilities.**
- ESC students in mainstream classes are appropriately supported.**
- Appropriate resources and services are available to support individually planned educational programs.**
- The school experience of all students is enriched by their becoming aware of the needs and contributions of students with intellectual disabilities.**
- Students are educated in chronologically age appropriate settings.**
- Parents are participants at all stages of decision making.**

- **Parents are involved in individual program planning where it differs significantly from the standard curriculum.**