



INCLUSION POLICY

MISSION

Linden Park Primary School aims to develop resilient, caring, curious and creative lifelong learners who appreciate diversity, demonstrate global citizenship and make a difference through their actions.

VISION

Linden Park Primary School is committed to providing a safe and inclusive learning environment, where all students thrive, achieve and belong. Our conceptual and inquiry-based learning program aims to challenge and extend every student's social, emotional and academic potential, in accordance with the [IB Standards and Practices](#). Through our school's Student Review Team, our staff strive to ensure that students have access to intervention and specialised support to increase their learning and wellbeing outcomes.

SCOPE

This policy applies to all students, parents/caregivers and staff at Linden Park Primary School and is governed by the [Education and Children's Services Act 2019](#) and regulations under the Act. A list of related Acts and policies is detailed at the end of this document.

DEFINITIONS AND ELABORATIONS

Student Review Team

The Linden Park Primary School Student Review Team is responsible for supporting the learning progress of all learners, including:

- Neurodiverse students
- Students with English as an Additional Language or Dialect (EALD)
- Aboriginal and Torres Strait Islander students
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students who identify as LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual)
- Young people in care

Differentiation of the curriculum

Differentiation is a targeted process that involves collaborative planning and reflection as well as teaching in response to relevant differences among individuals while maintaining high expectations for all. It involves assessment strategies that are fair and flexible, that provide an appropriate level of challenge and engage students in meaningful ways, through personalised learning. Differentiation at Linden Park PS is approached through the Tiers of Intervention model.

Tier 1: Students can be differentiated for within the classroom where they are able to maintain their relationships with their peers through inclusive quality teaching pedagogy.

Tier 2: Students demonstrate a requirement for additional support to work at age-related expectations or above eg involvement in an intervention program

Tier 3: Students require a documented learning plan that includes highly personalised interventions and goals which address their specific circumstances.

Learning Plans (Formerly ILPs/NEPs now known as One Plans)

[Learning plans](#) are personalised plans that contain information to support student's inclusion and achievement in school. Learning plans are co-developed for ATSI students, students under the Guardianship of the Minister, Gifted Students and students with learning difficulties and disabilities. Specialist teachers, classroom teachers and School Support Officers work closely with parents and support people to ensure an appropriate curriculum is available through personalised goals and adjustments. These adjustments may be to the curriculum, the environment, or the teaching instruction. Learning plans are monitored on an on-going basis and are formally reviewed at least twice a year. Information about learning and wellbeing needs is provided to teaching staff, via meetings, staff digital network, handover data, individual student meetings if required and in writing.



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Support Services

The Department for Education provides a range of professional support services which the school accesses for diagnostic and professional advice. These include Speech, Behaviour, Psychology, Disability Support, Hearing and Vision. This involves a referral, observation and consultation about how best to support the students and is managed by the LPPS Student Review Team. This process is in close collaboration with Student Support Services, teachers and families.

External Service Providers

We recognise that some students may require support from external service providers. On occasions where this support cannot be accessed outside of school hours, Parents and caregivers may request that the Principal allow the non-Department service provider to work with their child while they are at school. The Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request. The decision will be made in accordance with [Non-education service providers in preschools, schools and educational programs procedure \(2024\)](#), on a case-by-case basis for each student and in negotiation with parents

EALD Learners

EALD is a Literacy support programme for non English speaking students who were either born overseas, or one or both parents were born overseas. Refer to the LPPS [languages policy](#) for more information.

RESPONSIBILITIES

Responsibilities of School Leadership:

- Support staff in the analysis of learning and wellbeing data to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of knowledge and skills of staff through the access to and provision of training and development.
- Budget and plan for the provision of specialised and targeted resources (eg staffing, assistive technologies, facilities, intervention programs).
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning for personalised learning, assessment and reporting through the management of learning plans (including One Plan goal setting, meetings and documentation).
- Work in partnership with families, support services and external service providers to maximise learning, social, emotional and behavioural outcomes.
- Provide guidance to families seeking access to resources, from within the school community and other external support agencies.
- Nurture a school community where members feel safe and free from discrimination, bias and harassment by creating an environment that embraces diversity and supports, respect and harmony.
- Ensure that enrolment and transition processes are respectful and responsive to individual needs.

Responsibilities of staff

- Provide for personalised learning and targeted support in classroom learning programs, referring student concerns to the Student Review Team as required.
- Recognise that each student has their own aspirations, learning needs, strengths and interests.
- Set high and realistic expectations for achievement and ensure growth in learning for every student.
- Read documents and reports provided by parents and carers about their child's learning needs.
- Accommodate and cater for the needs of all learners in their care by developing learning plans and integrating the use of assistive technologies when required and applying reasonable adjustments through differentiated curriculum, learning and assessments.
- Analyse formative and summative assessment data, observations, anecdotal evidence and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training



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- Provide a learning environment that is safe, supportive, flexible and act when students are experiencing exclusion or loneliness.
- Work in partnership with students, families, staff and external service providers to maximise learning and social outcomes.
- Report all concerns to their Line Manager and seek support from the Student Review Team where appropriate.

Responsibilities of parents and carers

- Communicate openly with the school and provide relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs. Families lodge Specialist Reports with the Administration team for dissemination to those staff who work with their child.
- Raise any issues or concerns regarding their child's participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate.
- Be involved in the planning, development, and implementation of their children's learning plan, including One Plan meetings for eligible students.
- Be aware of school policies, programs, rules, and routines and respect other people's rights to confidentiality.

RELATED ACTS, POLICIES and PRACTICES

[Education and Children's Services Act 2019](#),
[Disability Discrimination Act 1992](#),
[Disability Standards for Education 2005](#),
[Children and students with a disability policy 2024](#)
[Access and Inclusion Policy, IB, 2022](#)
[Programme Standards and Practices, IB, 2020](#)

Linden Park Primary School Policies

[Transition Policy](#), [Behaviour Development Policy](#), [Attendance Policy](#) and [Language Policy](#)