



School Inclusion Policy

One Tree Hill Primary School is an inclusive environment where each child and adults is valued and are able to learn, play, socialise and achieve academically to a high standard. In line with SA legislation, The Disability Discrimination Act 1992, Disability Standard for Education 2005 and the United Nations Rights of the Child, we acknowledge that:

- Discrimination on the grounds of disability is an offence
- Inclusive schools welcome and celebrate diversity in ability as well as in cultural, racial, the ethnic and social background,
- Students with a disability are entitled to an education in the least restrictive and most normalised setting feasible, and
- Inclusion within the mainstream school be the aim.

We recognise students with a disability are made up of the following categories: autism/Asperger disorder, global developmental delay, intellectual, physical, sensory disabilities (including hearing and vision), speech and/or language delays. We understand that early intervention programs are vital if these children are to have the foundation experiences essential for future learning.

All teaching staff will be made aware of students with disabilities and will make reasonable adjustments within the mainstream or alternate classrooms so they can access the curriculum at their level.

Our school site covers a wide area and have ramps to all entrances. Where necessity requires students to move around the site, extra handrails are fitted, visible yellow lines have been painted around the premises for students who have visual impairments and students who have a physical impairment have access to a disabled toilet. We have had sound field systems for the hearing impaired students along with soundproofed walls in every classroom. Teachers are trained in the use of FM (Frequency Modulated) systems and are trained to support students with learning difficulties, speech delays or developmental, physical and intellectual disabilities.

Multidisciplinary teams will assist in assessing children with a disability or learning difficulty from the time of identification of a problem and plan individual educational programs as a result of the assessment. Parents will be fully consulted, involved and supported in all stages of planning for their child.