

INTEGRATION POLICY STATEMENT

PREAMBLE:

The Integration Policy of Moonee Ponds West Primary School should be read in conjunction with current Department of Education (DoE) documents on integration in Victorian schools and this school's documents on the overall school philosophy and Welfare and Discipline.

This policy refers to the integration of students with disabilities and impairments, according to DoE guidelines.

Prior to admitting a child to the school there is a set of procedures, which must be followed. (See attached flowchart.)

This Policy should form the framework of the individual Integration Program developed by the Program Support Group (PSG).

BASIC BELIEFS:

- All children have the right to education.
- All children can learn and can be taught.
- Provision of necessary resources is essential for effective learning.
- Integration can be a positive experience for all children.
- An integration teacher is necessary for the success of MPW's integration program.
- Successful integration will involve a partnership between parents, staff and the child.

AIMS:

- To identify and provide any resources necessary for the successful integration of the student
- To provide support to all those involved in the integration program
- To develop programs suited to the students' needs
- To review and revise the integrated students' programs on a regular basis
- To make recommendations on future directions for the student and/or program
- To ensure that all children benefit from working in an integrated setting
- To provide an integration teacher to support and coordinate the integration program

GUIDELINES FOR ACTION:

- Regular PSG meetings will be held to assess student progress and review and evaluate programs. Recommendations will be made regarding the expenditure of funds allocated through the Program for Students with Disabilities and Impairments. Submissions will be made to School Council and the DoE Region for additional major resources needed.
 - e.g. * Building alterations - toilets, ramps etc.
 - * Special furniture - tables, chairs etc.
 - * Special teaching aids - computer, typewriter etc.
- Funding received by the school through the School Global Budget (Disability and Impairments Section), shall be used to support the education of the children identified

INTEGRATION POLICY STATEMENT (Continued)

- within this program. The funding allocations for each child should be equitable in relation to their funding levels.
- Programs will be developed to suit the student's needs in consultation with people possessing appropriate expertise - including staff, parents, the child and specialists.
 - e.g. * Remedial Physical Education.
 - * Perceptual Motor Program.
 - * Speech Therapy etc.
- Provisions will be made for appropriate Support Services as necessary, either by district DoE personnel or private practitioners.
 - e.g. * Visiting Teacher.
 - * Speech Therapist.
 - * Occupational Therapist.
 - * Physiotherapist.
- In-services will be arranged, when necessary, for the child's teacher, integration aide (where appointed) and other staff. Information sessions for other children who will have direct contact with the child may also be required and, in some cases, sessions for parents may be necessary.
- Recommendations will be made for future directions and programs revised where necessary.
- Any funding for the integration teacher, which comes from resources allocated to integrated children through the School Global Budget (Disability and Impairments Section) shall be equitable in relation to their individual funding levels..

Endorsed by School Council - 11/08/1997.

INTEGRATION POLICY STATEMENT (Continued)

APPENDIX

INTEGRATION PROCEDURES

