

Monash Primary School's Inclusion Model



What does inclusion mean?

Inclusive education means that students can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices (Queensland Department of Education).

So at Monash Primary School you will see.....

Monash School is an inclusive environment and we value a quality education for <u>all</u> students. We are a Professional Learning Community who responds to current educational research and evidence-based practices that focus on every child learning at high levels, both academically, as well as socially and emotionally. As a result, we have developed a rigorous 3 Tier Response to Intervention model as a whole-school approach to student learning.

Our staff are committed to providing reasonable adjustments to ensure that all children can learn and grow alongside their similar aged peers and be ready for the demands of future schooling and the wider world. This aligns with current evidence around Disability Education and the philosophical shifts from deficit-based approaches.

The social, emotional and academic needs of each child are paramount to success at school. To this end, inclusion at Monash looks different for each child each year. As the demands of curriculum increase over the academic years, each child's inclusion plan needs to be responsive to this growth. Below is a model of Response to Intervention at Monash for every child and details the process our school takes in ensuring every student learns at high levels.

Effective Core Instruction

lier 1:

for explicit instruction and differentiated learning with their classroom teacher in all core subjects

Teachers examine data and develop strategies to support students to achieve essential learning outcomes. Adjustments are made within the classroom for students who may require additional support. These may include;

- group conferencing
- Increased time spent on tasks
- Communication with home around additional learning opportunities
- Support from Learning Support Assistants (LSAs)

Teachers use daily formative assessment to track student progress

Tier 2: Supplemental Intervention

In a situation where a student has not achieved an essential learning outcome in Tier 1, they recieve supplemental intervention by specialist intervention teachers.

This intervention is provided individually or a small group outside of clasroom. The purpose of Tier 2 is to 'increase the dosage' of learning students receive.

Entry into and exiting from Tier 2 is based on data. Once students achieve the learning intention, they are exited back to Tier 1 learning, until such a time arises they need to return.

Students who are more than one year behind with their learning receive more Tier 2 intervention time.

3: Intensive Intervention

Tier

Tier 3 intensive intervention is provided in a small group program delivered by experienced teachers who have used assessment to target where students are academically and design individual learning programs to target desired skills.

Tier 3 teachers design reasonable adjustments for disbailities, impairments, developmental delays and/or learning difficulties students may have.

Teachers in Tier 3 use experts and specialists knowledge to design programs and adjustments, including school psychologist, speech pathologists, occupational therpaists and others where needed.