



Inclusion: The Mapleton Way



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Our Vision

Our shared vision is that every student at Mapleton State School succeeds and receives the support they need to belong to the Mapleton school community, engages purposefully in learning and experiences academic success (Every Student Succeeding – State Schools Strategy 2018-2022).



We as the Mapleton State School community, stand united in our vision of creating an inclusive environment in which students are supported to follow the Mapleton Way to become successful, engaged learners.



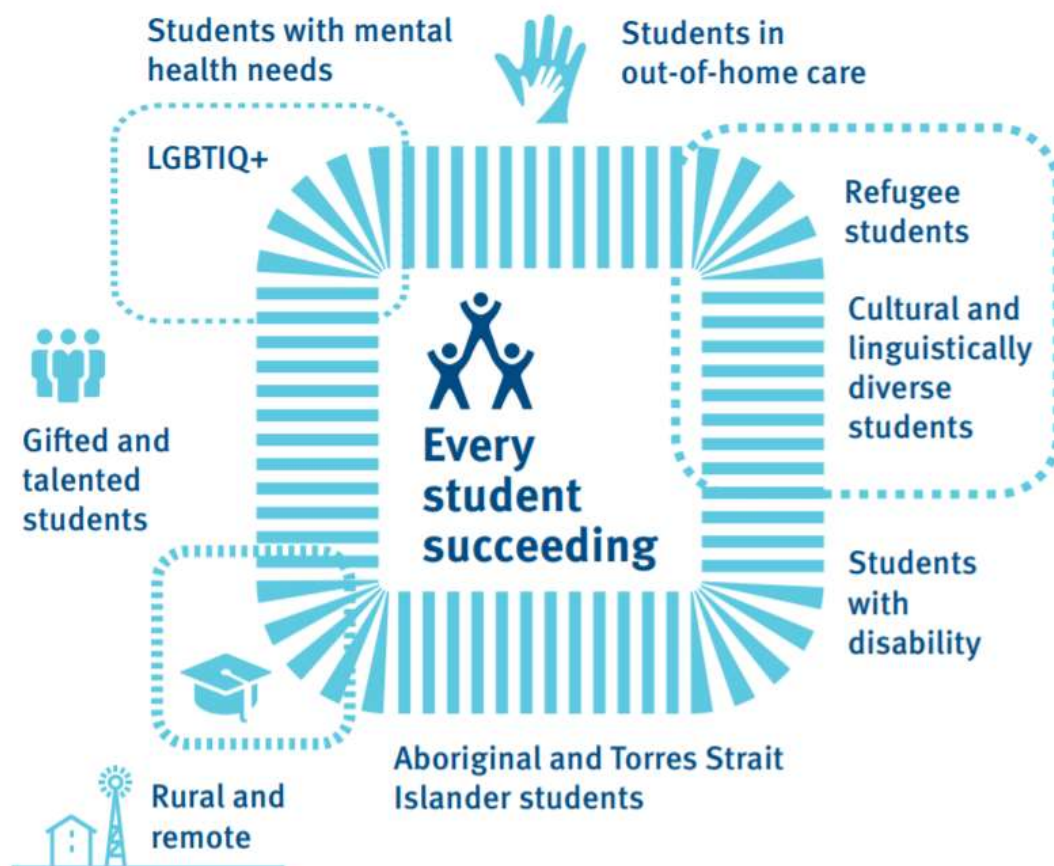
Inclusion

Mapleton State School values inclusive education. Underpinning this policy is the belief that our students should have maximum access to the curriculum presented in the classroom. This policy recognises and values the skills of the classroom teachers in supporting students with special educational needs.

As outlined in the Inclusive Education Policy Statement of the Queensland Department of Education:

Students experience inclusive education when they 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 every day practices.

We strive to enable every student at Mapleton to succeed.

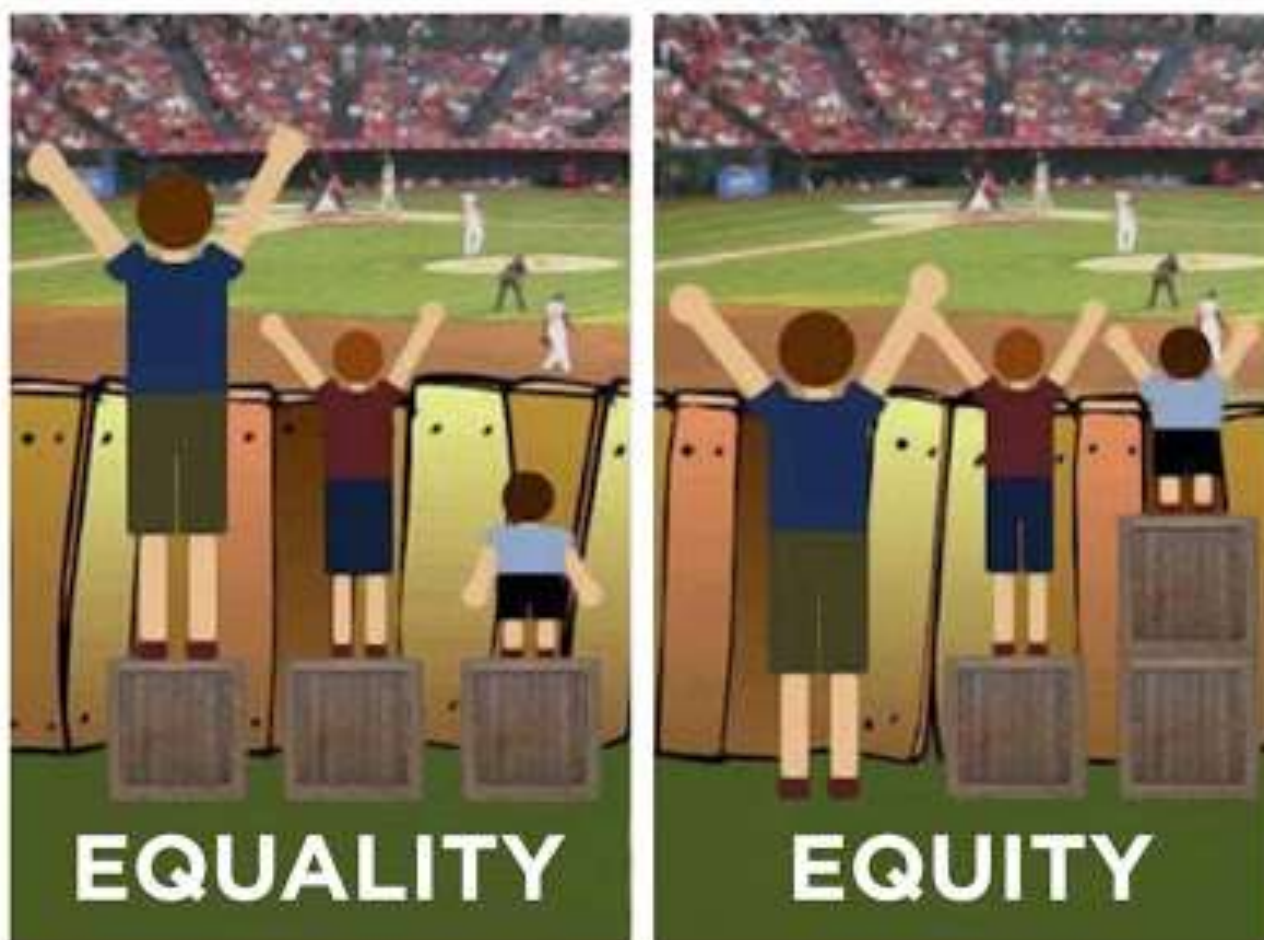


Our Commitment

Mapleton State School aims to provide a supportive and flexible school environment that understands and responds to the individual physical, social, emotional and academic needs of all students.

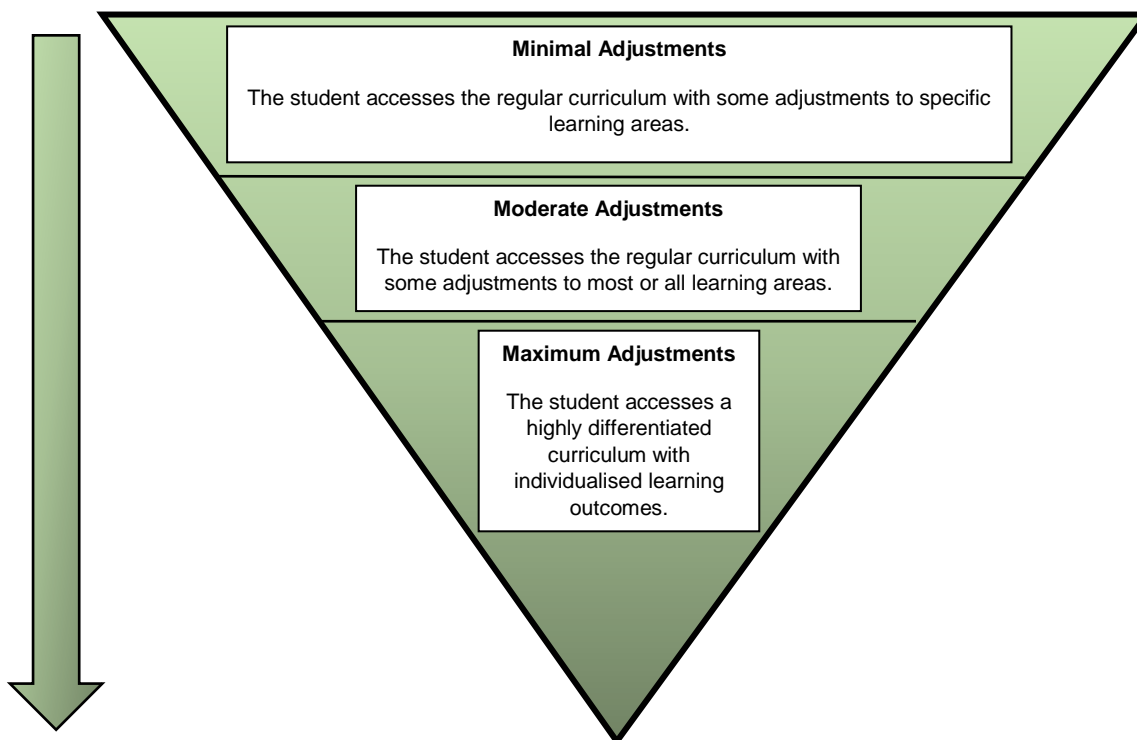
At Mapleton State School, children from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

- Attend our school and be welcomed;
- Access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers;
- Learn in a safe and supportive environment, free from bullying, discrimination or harassment;
- Achieve academically and socially within reasonable adjustments and supports tailored to meet their learning needs.



Levels of Adjustment

At Mapleton State School, we support all students to access and fully participate in learning, alongside their similar-aged peers. We strive to ensure that the learning needs of students are supported with appropriate adjustments on a continuum from universal to specific, beginning with curriculum adjustments that occur within the classroom and progressing to the development of Individual Curriculum Plans for identified students who require significant modifications to successfully engage in and receive a high quality education.

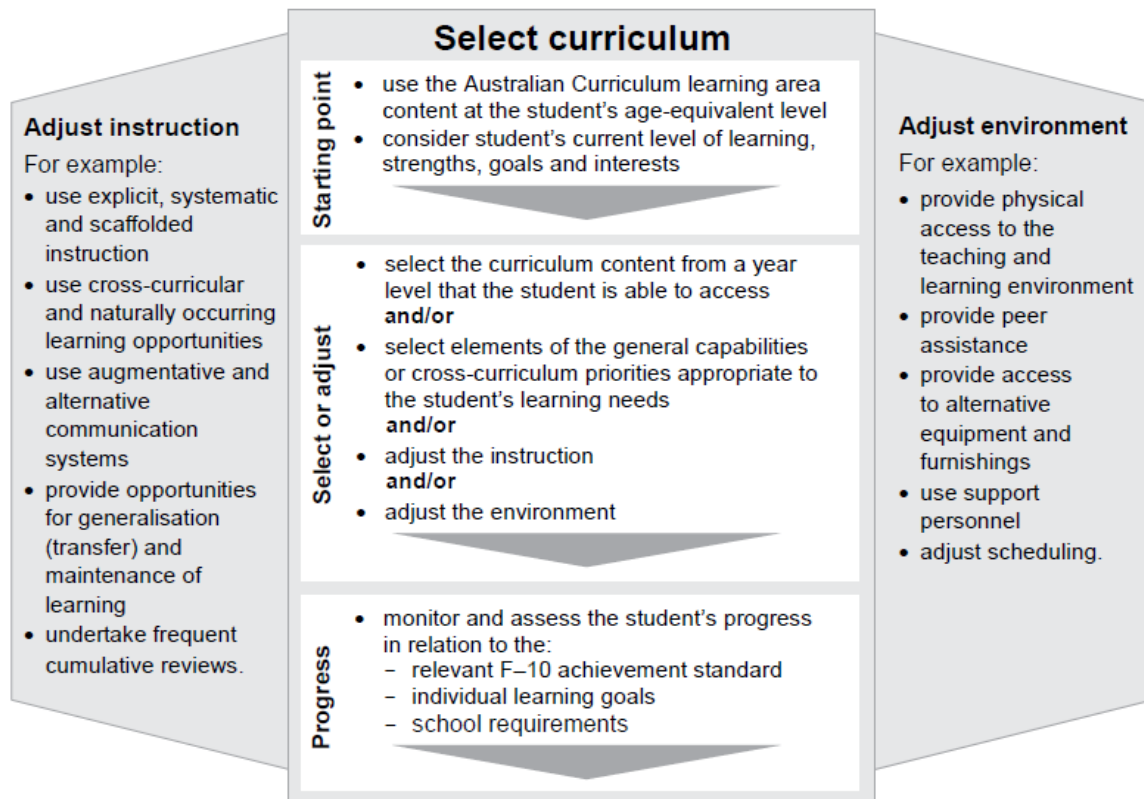


ACARA Student Diversity Resources

When planning, teachers access the ACARA Student Diversity Resources to determine appropriate supports and adjustments for identified students including EAL/D, Gifted and Talented, Students with Disability and Additional Learning Needs.

Adjustments are made to the classroom environment and instruction to support the needs of our diverse learners. Adjustments are planned and implemented in consultation with parents and supporting members of staff.

Figure 1: Examples of adjustments to support the diverse needs of students in teaching, learning and assessment



Taken from: [ACARA Student Diversity Resources](#)



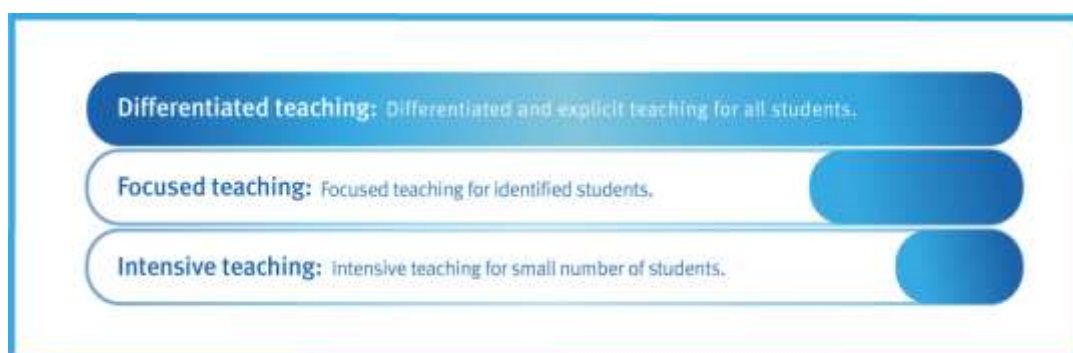
Inclusion – The Mapleton Way

Whole School Approach to Differentiated Teaching and Learning

As outlined in the Mapleton State School Curriculum Plan, we use a whole school approach to supporting all students' learning including:

- students with disability;
- gifted and talented students;
- students learning English as an additional language or dialect (EAL/D);
- students from all social, cultural, community and family backgrounds, and of all identities.

Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. Our school identifies the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.



The diverse learning needs of our school community, year level cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data.

Data analysis informs the provision of the Australian Curriculum articulated in Mapleton's whole school Curriculum, Assessment and Reporting Plan. Our school responds to the diverse learning needs of our students by identifying differentiated teaching and learning to ensure that every student is supported to access and participate in the curriculum, leading to continuous improvement in student achievement.

Differentiation strategies and adjustments are recorded in school planning documents, a sample of which appears below.

VARIED PATHWAYS- Differentiation			
STUDENTS WITH DIVERSE NEEDS	Above Year Level Standard	ICP and ILP Students	Recurring Intervention e.g. ELF, Resource teacher, TA, etc.
<p>WHICH STUDENTS IN YOUR CLASS/YEAR LEVEL WILL YOU NEED TO CONSIDER CAREFULLY WHEN PLANNING FOR DIVERSE NEEDS?</p> <p>Using Class Dashboard (OneSchool) will be useful here</p>	Identify students here	Record students on ICPs, ILPs	Record intervention here
Content		Process	
<ul style="list-style-type: none"> <input type="checkbox"/> CURRICULUM COMPACTING -tiered assignments of differing depth <input type="checkbox"/> RETEACH/PRETEACH -reteaching to small groups based on formative assessment <input type="checkbox"/> LEVEL OF SUPPORT -evidence of making content accessible through support (audio/video delivery of written content, note-taking organizers, use of adult/peer mentors) <input type="checkbox"/> PRESENTATION OF CONTENT -documents or presentation materials that indicate modification of content to ensure equitable access to learning <input type="checkbox"/> LEVEL OF QUESTIONING <p>Highlight the strategies you will use. Record the relevant student's names beside the strategy chosen.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> COMPLEXITY - tasks that are matched in complexity to student understanding and skill <input type="checkbox"/> LEARNING STYLE -evidence of matching activity to student learning style (verbal, spatial, kinaesthetic, auditory...) <input type="checkbox"/> SCAFFOLDING - providing varying levels of scaffolding (support) <input type="checkbox"/> GROUPING - flexibility of structures that allow for changes to the grouping, seating, materials, time, or structures as student needs change or dictate <p>Highlight the strategies you will use. Record the relevant student's names beside the strategy chosen.</p>	
Product		Environment	
<ul style="list-style-type: none"> <input type="checkbox"/> PRESENTATION MODE - designing various ways for a student to deliver their finished product <input type="checkbox"/> PACE - adjusted time for some students and/or student groups to complete a given work task. <input type="checkbox"/> NEGOTIATED - providing opportunities for students to negotiate completed product <input type="checkbox"/> LEVEL OF SUPPORT- providing support to assist students to complete a product or tiered tasks <p>Highlight the strategies you will use. Record the relevant student's names beside the strategy chosen.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> PHYSICAL SPACE <input type="checkbox"/> COOPERATIVE LEARNING <input type="checkbox"/> INDEPENDENT LEARNING <input type="checkbox"/> PEER TUTORING <p>Highlight the strategies you will use. Record the relevant student's names beside the strategy chosen.</p>	



Inclusive Practice

At Mapleton State School we utilise a range of evidence-based inclusive teaching practices to cater for the needs of all students. We promote a safe and welcoming classroom and school community where individual differences are valued, embraced, and evident.

We build inclusive classroom communities by implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom and engage with the Australian Curriculum.

Our inclusive school setting is characterised by:

- All students belonging and being valued as equal members of the school community;
- Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all children, including participation in the general education curriculum, non-academic, and extra-curricular activities;
- Implementing goals and objectives that are aligned with national standards, as well as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services;
- Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities.

Inclusion is supported in the following ways:

Leadership

- School leaders promote a sense of responsibility and shared ownership for the academic, social-emotional growth of every student in the school;
- School leaders support staff to ensure that evidence-based inclusive practices are implemented effectively;
- School leaders ensure collaborative planning time is part of the school structure.

School Climate and Structure

- School staff ensure that all students are welcome and seen as contributing and valued members of the school community;
- Collaborative relationships among staff, families and students are nurtured.

Student Placement

- Students with additional learning needs or disability are supported in their general education classroom with a range of supplementary aids and support from services including Advisory Visiting Teachers and visiting therapists.

Family and Community Involvement

- Families, schools, and community agencies are collaborative partners with our school.

Collaborative Practices

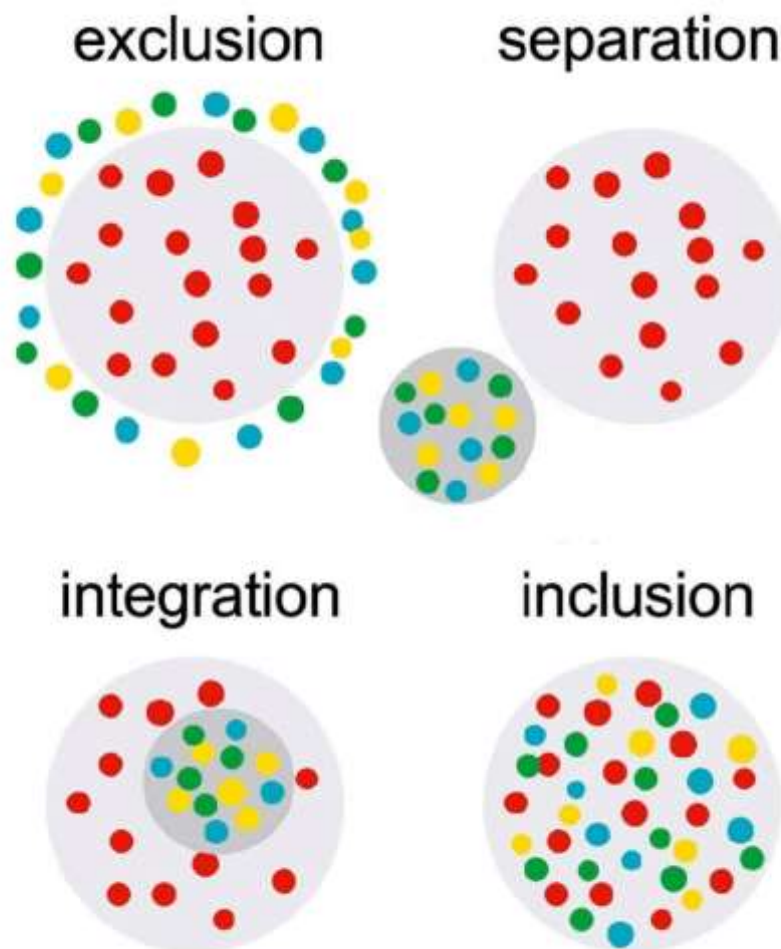
- Teachers collaborate for instructional planning, to minimize curricular barriers, to provide access to the general curriculum, and to proactively problem solve.

Instructional Practices

- Teachers implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes as appropriate for the individual needs of all students.

Supplementary Aids and Support Services (SaS)

- The Students with Additional Needs committee uses a systematic and individualised approach to the identification of supports and services for students with disabilities and additional learning needs.



Inclusive Teaching Practices

Universal Design for Learning

The goal of Universal Design for Learning (UDL) is to use a variety of teaching methods to remove any barriers to learning and give **all** students equal opportunities to succeed. It is about building in flexibility that can be adjusted for every student's strengths and needs.

Three Main Principles of UDL

UDL is a framework for how to develop lesson plans and assessments that is based on three main principles:

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. However, providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.
- **Action and expression:** UDL suggests giving kids more than one way to interact with the material and to show what they have learned. For example, students might choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.
- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Allowing students to make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skill-building feel like a game and creating opportunities for students to get up and move around the classroom.

For further information on UDL, visit: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works>

Co-Teaching

Co-teaching (having two teachers in the classroom) is an effective structure, which can provide an inclusive setting for students with additional needs, whilst ensuring that they are in a supportive environment, engaging with their same-age peers. In the co-teaching classroom the class teacher works in conjunction with the Learning Support Teacher and/or other paraprofessionals including Advisory Visiting Teachers and therapists to support the needs of identified students.

While co-teaching, both teachers are intended to share the teaching responsibility, with the special education or learning support teacher, providing specialised differentiated lessons for students with special needs. In other words, the special education teacher may be described as a strategist, taking the standard lesson and teaching it in a different way so that the student with special needs can access the learning requirements, along with other students in the classroom.

Students with Disability

Mapleton State School supports students with disability by making reasonable adjustments to enable them to participate in education on the same basis as other students. These adjustments are always made in consultation with parents and students (when possible).

When required, Mapleton State School staff access support from Advisory Visiting Teachers and therapists to assist with programming and adjustments for identified students.

Education Adjustment Program

The Education Adjustment Program (EAP) is a process for identifying and responding to the educational needs of students with disability who require significant education adjustments related to the specific impairment areas of:

- autism spectrum disorder
- hearing impairment
- intellectual disability
- physical impairment
- speech–language impairment
- vision impairment.

The EAP supports schools to:

- understand and meet their obligations to make reasonable adjustments for students with disability
- identify students (from Prep to Year 12) who meet criteria for the EAP categories
- report the significant education adjustments that are currently in place to address the educational needs of these students.

The EAP has three components:

- verification
- the EAP profile
- validation

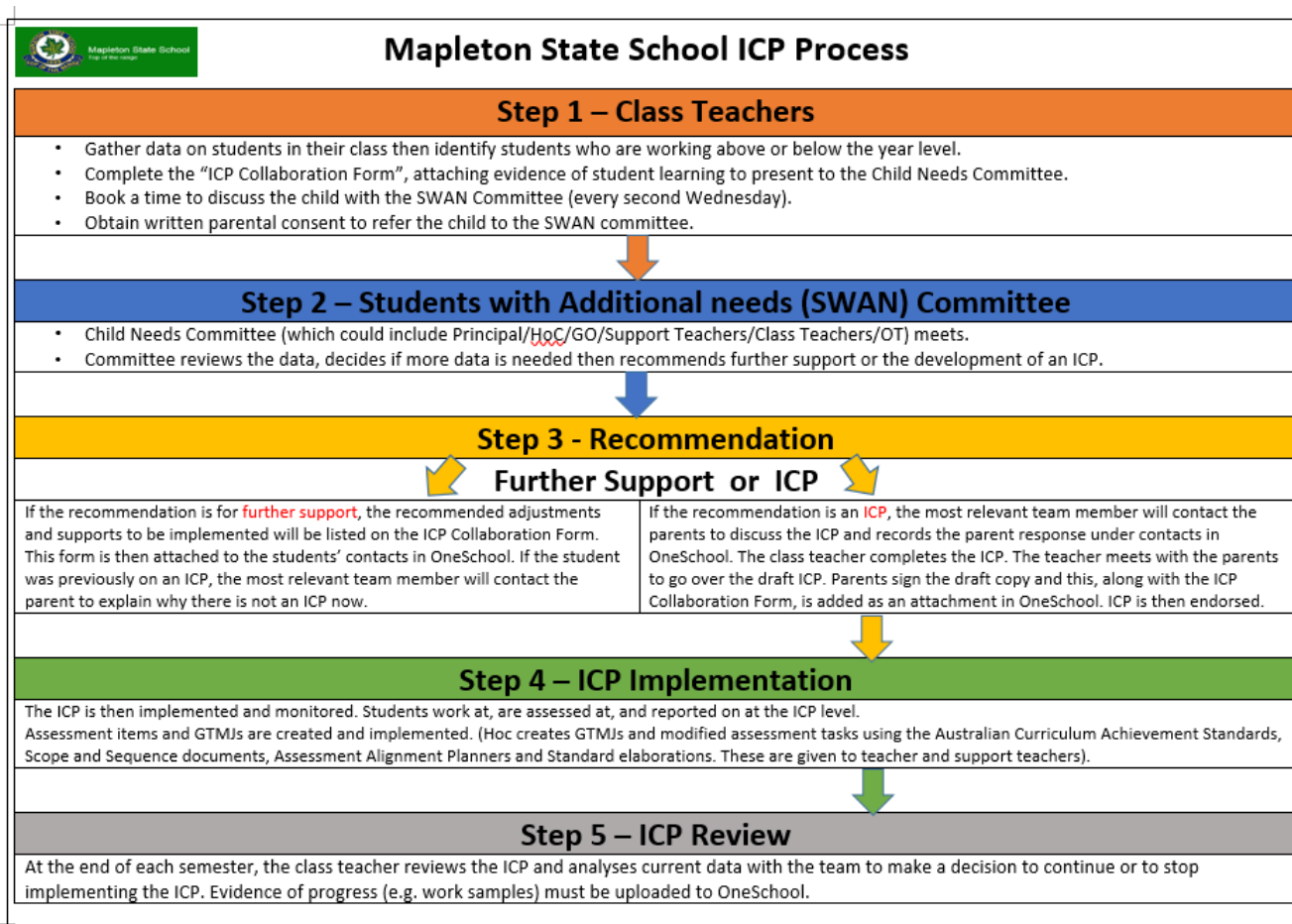
Verification Requests

All verification requests are submitted through the Adjustment Information Management System (AIMS) in OneSchool. Schools can submit completed verification requests at any time during the year. Verification reviews should be completed as close as possible to the review dates recorded on AIMS in OneSchool (OS).



Individual Curriculum Plans

For a small number of students with disability or the small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an Individual Curriculum Plan (ICP) may be required. This will enable students to access either a higher or lower year level curriculum than their age cohort so they can continue to progress in their learning.



Gifted and Talented Students

At Mapleton State School curriculum provision adjustments may include: delivery of curriculum at a faster pace, supporting students to process more complex information and use of higher order thinking skills, opportunities to engage in learning with students of the same or higher ability, opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as acceleration to a higher year level curriculum may be considered.



Students with Additional Needs Committee

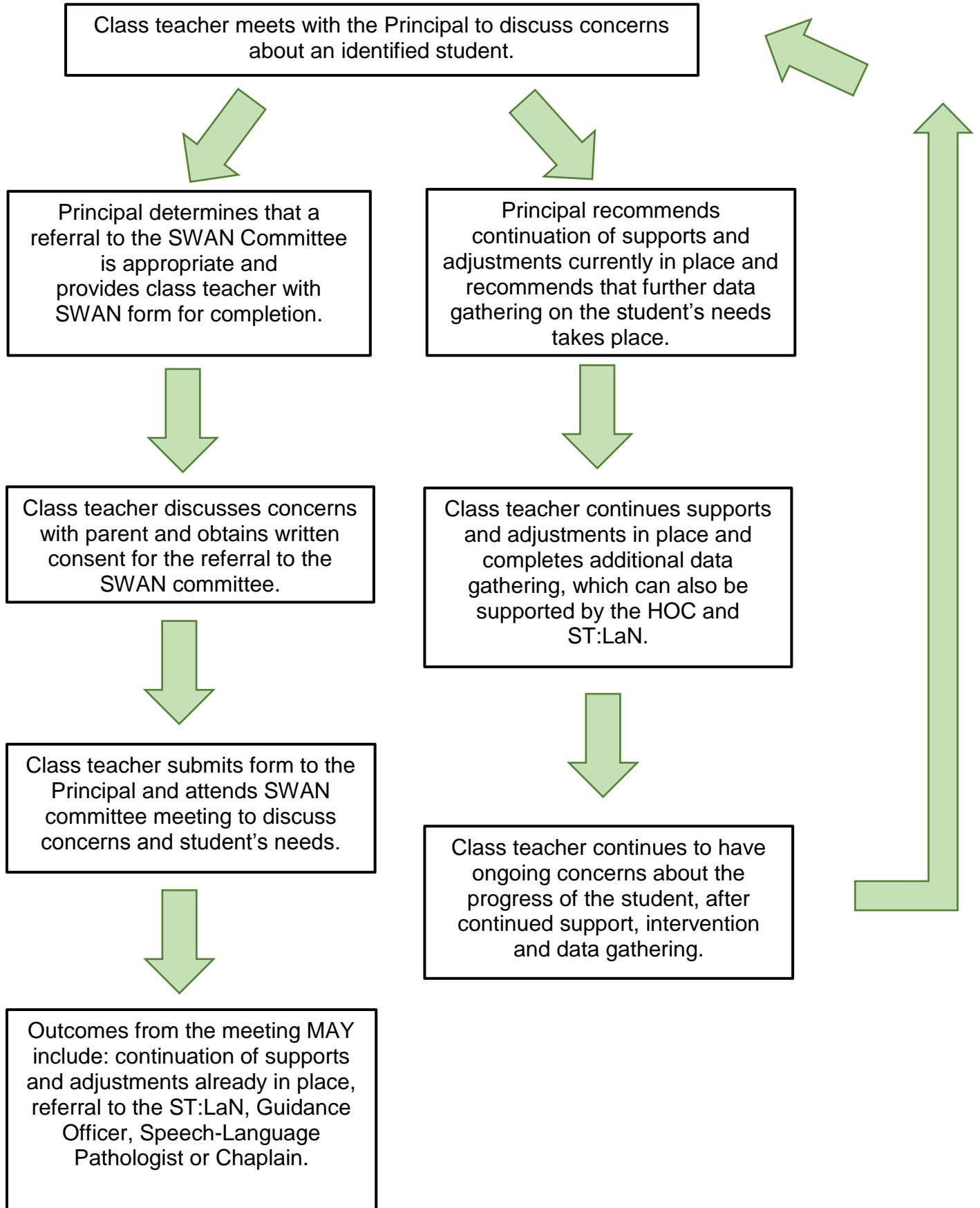
At Mapleton State School, students with additional needs are identified by teaching staff and referred to the Students with Additional Needs (SWAN) committee. The SWAN committee includes the Principal, Head of Curriculum, Support Teacher: Literacy and Numeracy, and the Guidance Officer. Outcomes from the meeting may include referral to the Speech-Language Pathologist, Guidance Officer or School Chaplain, learning adjustments and recommendations or continued monitoring and observation. Meetings are conducted fortnightly and class teachers present student cases using the form below.

Referral Form – Students with Additional Needs

Student Name:		Year Level: P 1 2 3 4 5 6		Class Teacher/s:		Gender <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> O (other)	
Identifications: <input type="checkbox"/> EAL/D <input type="checkbox"/> Rural and Remote <input type="checkbox"/> Kids in Care <input type="checkbox"/> Other -				Verifications: <input type="checkbox"/> Gifted and Talented <input type="checkbox"/> Physical Impairment <input type="checkbox"/> Intellectual Impairment <input type="checkbox"/> Autism			
What have you seen?				Evidence of Student Learning			
Teacher Analysis of Student Learning							
Student requires support for ...				<input type="checkbox"/> Summative Achievement Data <input type="checkbox"/> Summative Assessment Tasks <input type="checkbox"/> Diagnostic Assessment Results (e.g. Monitoring Tasks, Standardised Test Results, Pro-sess etc.) <input type="checkbox"/> Student Plan (e.g. Behaviour Plans) <input type="checkbox"/> Variety of work samples <input type="checkbox"/> Observations			
Subject Area/s:							
Behaviour:							
Socio-emotional:							
What has been tried so far?				Additional Suggestions by Specialist Staff			
Implemented Strategies and Adjustments		Strategy Adjustment		Detail			
<input type="checkbox"/> Explicit Instruction						Who was consulted? <input type="checkbox"/> Support Teacher (ST/LAN) <input type="checkbox"/> Master Teacher <input type="checkbox"/> Behaviour Support Teacher <input type="checkbox"/> GO <input checked="" type="checkbox"/> HoC <input type="checkbox"/> Advisory Teacher <input type="checkbox"/> Chaplain <input type="checkbox"/> External Agencies Details:	
<input type="checkbox"/> Differentiation Content Process Product or Environment							
<input type="checkbox"/> Focused Teaching							
<input type="checkbox"/> Intensive Teaching							
Specialist Staff Analysis of Student Learning				Specialist Staff Analysis of Learning & Support Needs			
<input type="checkbox"/> Summative Achievement Data <input type="checkbox"/> Student Plans <input type="checkbox"/> Summative Assessment Tasks <input type="checkbox"/> Diagnostic Assessment Results (e.g. Monitoring Tasks, Standardised Test Results, Pro-sess etc.) <input type="checkbox"/> Variety of work samples <input type="checkbox"/> Observations <input type="checkbox"/> Unit and Weekly Plans <input type="checkbox"/> Evidence of Implemented Strategies and Adjustments							
Group Recommendations							
<input type="checkbox"/> Further Support The following strategies and adjustments have been recommended for implementation... (Include suggestions for what, when, who)							

Parent Contact	
Do you require support about the support and its purpose? Choose an item.	Do you require support or direction? Choose an item.
Review Process (End of Semester)	
Date of Implementation:	Date of First Review:
Feedback and Discussion	
(1) Has the student benefited from the support?	
(2) How do we know (evidence/assessment data)?	
<input type="checkbox"/> Summative Achievement Data <input type="checkbox"/> Student Plans <input type="checkbox"/> Summative Assessment Tasks <input type="checkbox"/> Diagnostic Assessment Results (e.g. Monitoring Tasks, Standardised Test Results, Pro-sess etc.) <input type="checkbox"/> Variety of work samples <input type="checkbox"/> Observations <input type="checkbox"/> Teacher Feedback	
(3) Is the student still struggling with the curriculum?	
(4) Should the student be consulted on this type of support?	
Analysis of Feedback: Discussion with teacher, Specialist Staff, HoC, ST/LAN.	
<input type="checkbox"/> Further Support The following strategies and adjustments have been recommended for implementation...	
Next Step -	

Referral Process to SWAN Committee

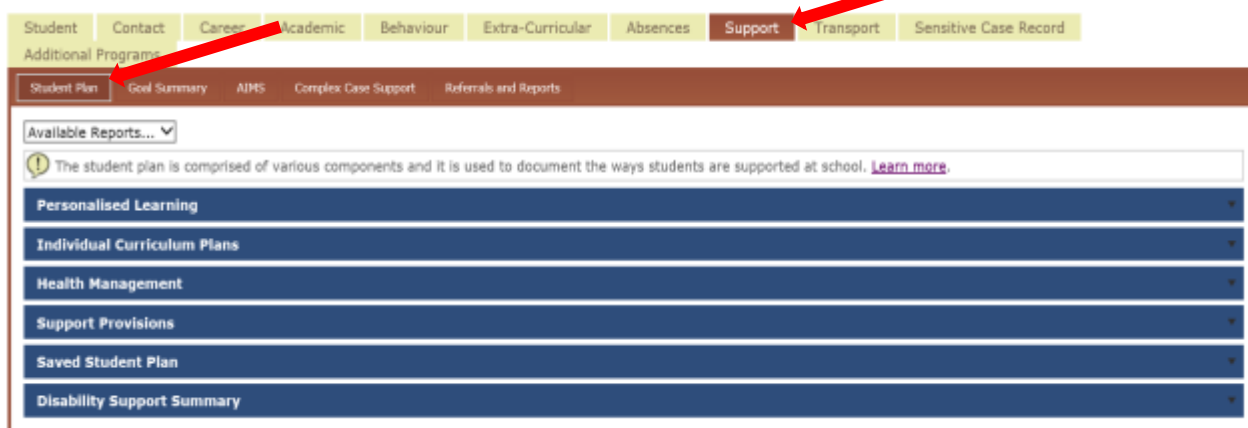


Student Plans on OneSchool

At Mapleton State School, curriculum adjustments and support provisions are recorded on OneSchool in Student Plan.

The Student Plan enables the recording of planning details relating to curriculum access and participation at school. Depending on the needs of the individual student and the intent of the plan, a Student Plan is comprised of various components. The current functions are: Personalised Learning, Individual Curriculum Plan (ICP), Health Management, and Support Provision. The Saved Student Plan incorporates a growing range of information from within OneSchool, allowing it to be saved in the one document.

The Student Plan information can be accessed via the Support Tab in the Student Profile.



What is the purpose of the Personalised Learning section?

The student plan enables teachers to identify and document student needs and interventions to inform further action and referrals to school student support teams or other support services. Personalised Learning records the student's personalised learning needs, including key characteristics, impacts and adjustments/strategies/skill development.

What is the purpose of the Individual Curriculum section?

An Individual Curriculum Plan (ICP) is used to record curriculum decisions for students who are taught and assessed in a higher or lower year level of the Australian Curriculum than their age cohort for a whole Learning Area, or for all Learning Areas and Subjects.

What is the purpose of the Health Management section?

Health Management allows health plans to be recorded against medical conditions. Health plans are documents that provide schools with directions or guidelines to support students with specialised health needs.

What is the purpose of the Support Provision section?

Support Provisions document a variety of support programs including policy-required plans (e.g. Education Support Plan) and other school-devised plans and programs that may be allocated to students, to support individual or group needs. A Support Provision may form part of your Response to a Characteristic in Personalised Learning.

Targeted Programs and Interventions

At Mapleton State School we utilise a range of adjustments to support the needs of identified students. Through data analysis and the ongoing monitoring of student progress, we identify students who may benefit from more focused and intensive supports.

A variety of programs are utilised to support identified student needs including:

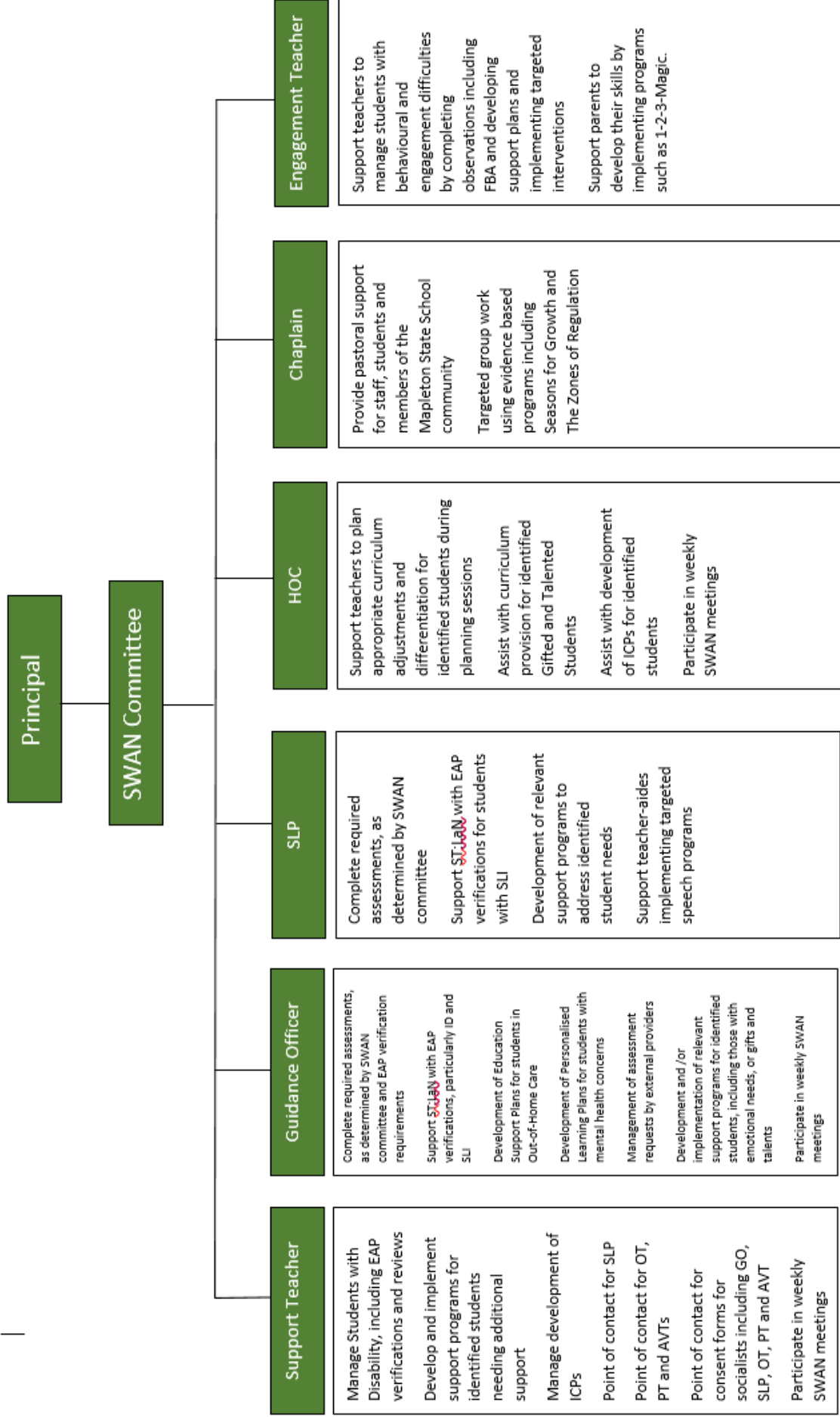
Toe by Toe

- a program endorsed by the Specific Learning Difficulties Association of South Australia (SPELD - SA)
- a highly structured reading manual that teaches basic literacy skills to learners of all ages, using a phonics-based method
- The programme is a series of step-by-step activities in one book with instructions for the teacher or coach provided for each activity. Parents and reading mentors can operate this scheme as it is designed to be used by non-specialists also.



TOE BY TOE®

Inclusion – Roles and Responsibilities Flow Chart



Relevant Legislation

[Age Discrimination Act 2004 – Commonwealth](#)

[Anti-Discrimination Act 1991 - Queensland](#)

[Australian Human Rights Commission Act 1986 - Commonwealth](#)

[Disability Discrimination Act 1992 - Commonwealth](#)

[Disability Standards for Education 2005 – Commonwealth](#)

[Education \(General Provisions\) Act 2006 – Queensland](#)

[Multicultural Recognition Act 2016 – Queensland](#)

[Racial Discrimination Act 1975 – Commonwealth](#)

[Sex Discrimination Act 1984 – Commonwealth](#)

Related DoE Policies and Procedures

[Inclusion Policy Statement](#)

[Inclusive Education Policy](#)

[One Portal – Inclusive Education](#)

[Every Student Succeeding – State Schools Strategy 2018-2022](#)

Glossary

AIMS	Administration Information Management System
ASD	Autism Spectrum Disorder
AVT	Advisory Visiting Teacher
EAP	Education Adjustment Program
GO	Guidance Officer
HI	Hearing Impairment
HOC	Head of Curriculum
IBSP	Individual Behaviour Support Plan
ICP	Individual Curriculum Plan
ID	Intellectual Disability
ILP	Individual Learning Plan
OS	OneSchool
OT	Occupational Therapist
PI	Physical Impairment
SLI	Speech-Language Impairment
SLP	Speech-Language Pathologist
ST:LaN	Support Teacher: Literacy and Numeracy
SWAN Committee	Students with Additional Needs Committee at Mapleton State School. Meetings are held on
SWD	Students with Disability
VI	Visual Impairment

Appendices

Students with Additional Needs Referral Form.....Appendix 1