

INCLUSIVE EDUCATION HANDBOOK



LYNEHAM HIGH SCHOOL

CONTENTS

CONTENTS	2
Inclusive Education at Lyneham High School	3
Our Philosophy	3
Our Aims	3
Key Legislation	4
Inclusive Education Supports at Lyneham High School	5
LSAs	6
Funding	6
Addition Supports	6
Information to Share with the School	7
Enrolment process	7
Transition	8
Partnerships	8

Inclusive Education at Lyneham High School

Our Philosophy

At Lyneham High School, we believe that every student has the ability to learn and demonstrate progress in their learning. We take a strengths-based approach, celebrating and supporting students' strengths and autonomy, while making adjustments where necessary to ensure that our curriculum, pedagogy and environment cater to a range of diverse needs when accessing the curriculum.

We are committed to ensuring that all students can access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. We value diversity, inclusion and equity at Lyneham High School.

We employ a cohesive response to diverse learning needs and consistent practice within a culture of ongoing improvement, which:

- sets high expectations.
- monitors student progress through school-wide analysis and discussion of student achievement data.
- supports learning through quality teaching focused on improving the achievement of every student.
- recognises that students have different learning needs and that, as teachers, we adapt our pedagogy to meet a diverse range of needs.

We are committed to working with students and their families, carers and other professionals to create a supportive learning environment and ensure curriculum adaptations support your child to access and participate in all aspects of school life.

Our Aims

Our aims at Lyneham High School are:

- to utilise a team approach, involving students and families as partners in the learning process.
- to be proactive, timely and develop working relationships based on mutual trust and respect.
- to see children as capable learners and identify learning experiences relevant to the needs of individuals.
- to develop strong relationships between Lyneham High School, other schools and the wider community to support students in developing lifelong skills.
- to provide access to timely, up-to-date information about options, services and supports.

Key Legislation

In the ACT, schools are guided by national laws, international agreements, and local policies to make sure every student has the opportunity to learn and succeed. These include:

- [*Disability Discrimination Act \(1992\)*](#)
- [*Disability Standards for Education \(2005\)*](#)
- [*ACT Students with a Disability Meeting their Educational Needs Policy*](#)
- [*ACT Inclusive Education Strategy*](#)

The Disability Discrimination Act and Disability Standards for Education work together to ensure that students with disabilities can access and participate in education on the same basis as their peers. This means schools must provide support through inclusive teaching strategies and make reasonable adjustments where needed.

The Disability Standards for Education explain what schools must do to meet their responsibilities under the Act. These responsibilities apply across all parts of a student's education, including enrolment, participation in class activities, curriculum planning and assessment, access to support services, and protection from bullying or unfair treatment. Schools are required to work in partnership with families to make any reasonable adjustments that will support the student's learning and wellbeing.

The ACT Education Directorate's Students with a Disability: Meeting their Educational Needs policy underscores the commitment to supporting students with disabilities in public schools. It ensures compliance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, mandating that schools provide reasonable adjustments to facilitate students' access and participation in education on the same basis as their peers. This policy applies to all aspects of education, including enrolment, participation in courses, and access to facilities and services. Additionally, it supports the enrolment of students with disabilities in both local and specialist schools, promoting inclusivity and collaboration with families to make informed decisions regarding their child's education.

The [Australian Professional Standards for Teachers](#) also reflect the legal requirements outlined in the DSE, such as:

- Standard 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- Standard 1.6: Strategies to support full participation of students with disability



Inclusive Education Supports at Lyneham High School



There are several types of class support available at Lyneham High School to support students' access to their learning.

These include the Small Group Program, Learning Support Assistant (LSA) support in classes and STRIVE. Students can access these programs or a combination of the programs depending on the student's educational needs.

Small Group Program

The Small Group Program focuses on essential learning outcomes, ensuring that each student accesses highly differentiated learning activities that provide targeted support at the point of need. Students access the Australian Curriculum with the support of teachers and LSAs, within a significantly reduced class size. Small Group teachers work across all levels of the curriculum, providing support, teaching at level and extension where appropriate. Students also access HPE and elective classes alongside the rest of the school, with support provided according to their individual needs. Small group learning is aligned with the mainstream curriculum as closely as possible.

Students in this program receive intensive teaching and explicit instruction to develop sequential mastery of basic concepts, skills and knowledge. Learning supports are always implemented in consultation with parents/carers and require an Individual Learning Plan (ILP), which identifies the student's individual needs, pathway, goals and priorities for learning.

The program also offers students a range of Social Emotional Learning programs and activities to support the development of their ability to participate in the community. Students currently attend a weekly table tennis program delivered by Athletes with a Disability and participate in regular excursions to museums and other exhibitions around Canberra.

LSAs

At Lyneham High School, Learning Support Assistants (LSAs) may be required to support teachers in providing reasonable adjustments for students to ensure they are able to access their learning on the same basis as their peers.

All significant adjustments are implemented by teachers in consultation with students and their families and teachers may then be supported by LSAs in their classrooms to ensure these can be provided in the most appropriate, effective and timely way.

LSAs are provided to classroom teachers to support the adjustments that they make for students, they are only assigned to individual students in extenuating circumstances.

Funding

At Lyneham High School we operate within an adjustments-based model. Some students receive support and/or reasonable adjustments to enable them to participate in classes alongside their peers in a way that attracts funding for the school. These students may access a range of supports, including classrooms with an LSA, curriculum and teaching adjustments, and services such as Social Workers, Youth Workers and the Mura Room for individualised study support classes.

Students may also be offered flexible learning programs, which can include alternate timetables and access to youth and social worker support. It should be noted that eligibility for funding does not automatically mean a one-to-one LSA arrangement for a student.

Addition Supports

LHS offers a range of additional support to students identified that may be accessed to support their individual needs. These supports include:

- Mura Room - study support and sensory break out space
- Work experience and vocational opportunities

- Literacy support
- Small group social and emotional learning programs
- Personalised timetable; social and emotional support where required
- Social Workers
- Youth Workers

Information to Share with the School

At LHS we value the knowledge you have about your child. The first step in creating an ongoing relationship with teachers and creating an optimal learning environment for your child is sharing this information. This is key to positive learning and wellbeing outcomes.

Some suggested information you might want to share with the school about your child:

- their strengths, interests and goals
- effective tools and strategies to support positive experiences and outcomes
- prior schooling and social history
- family dynamics including who should be involved in conversations about your child
- existing assessments and/or diagnosis
- aspirations and potential challenges you and your child have about attending school.



Please contact the Inclusion team if you have any questions or additional information.

Enrolment process

All children in the ACT are welcome and are guaranteed a place in their local school. Students who are part of the ACT Education Directorate Disability Education and Inclusion Support programs are strongly encouraged to enrol in their Priority Enrolment Area (PEA) school.

The application process is the same for all students enrolling in ACT Education Directorate Schools. Parents are encouraged to include their child's Disability Program eligibility in the additional information section. This will assist the school with identifying your child for an early transition program and

gathering information from parents and primary school teachers to start planning a relevant support program.

The application for enrolment can be accessed from the Education Directorate's enrolments page:

<https://www.act.gov.au/education-and-training/find-a-school-and-enrol>

Transition

LHS has a transition program with local primary schools and the local college. We value the sharing of information to ensure successful transitions into and out of the school. Staff work very hard to manage transitions and to understand the individual support needs of each student before they arrive to ensure that students experience success at school.

In addition to the sharing of information between families, schools and allied health professionals, staff work with families to provide transition visits to support the needs of individual students. Staff offer transitioning students a variety of options to assist students to alleviate some of the anxiety and apprehension students and families may be feeling. This can include:

- Before or after school walkthroughs, and
- Attending Year 7 classes with a buddy .

Staff also work with students and their families from schools outside the LHS priority enrolment area to support their transition needs (once enrolment has been confirmed).

Partnerships

Lyneham High School takes pride in the relationships it builds and fosters with the community. Staff in the Inclusive Education program work closely with the following:

- Communication with families
- Allied Health
- Psychologists
- Speech pathologists
- Social workers
- Occupational therapists
- Community organisations
- Table tennis
- Other schools

