



PERTH  
MONTESSORI  
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## INCLUSION AND SAER POLICY

### BOARD APPROVAL

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**Version:** V1.0

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**Approval Date:** 30 January 2023

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**Signed by Board Chair:**

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**Name of Board Chair:** Dr. Andrew J. Marsh

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**Next Revision Date:** February 2024 or as required

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## 1. PURPOSE

- 1.1. Perth Montessori identifies, responds to and supports the diverse needs of all students so they are able to engage with the content and standards defined in the Western Australian Curriculum on the same basis as their peers and in accordance with legislative requirements.

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## 2. DEFINITIONS

- 2.1. The following are the definitions key to this policy:
  - 2.1.1. **Board:** The governing board of Perth Montessori School comprises its Chairperson, the Principal and Directors.
  - 2.1.2. **Director:** A teacher in a Montessori classroom
  - 2.1.3. **Diverse learners:** A varied group of students who have a wide range of differences that may require adjustments and modifications to the curriculum, physical environment and expectations of the School. Diverse learners are often impacted by known by risk factors that can serve in identification and support for students by school staff,
  - 2.1.4. **Documented plan:** An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms including Individual Education Plans (IEP), Behaviour Support Plans (BSP), or Safety Plans (SP).
  - 2.1.5. **EALD Learners:** English as an additional language are students who were either born overseas, have parents born overseas or identify with another cultural background through extended family and for whom English is not the main language spoken at home.
  - 2.1.6. **Nationally Consistent Collection of Data (NCCD):** An annual collection of information about Australian School students with disability. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be supported at school. Using guidelines, schools decide if their students with disability require quality differentiated teaching, or if they require supplementary, substantial or extensive adjustments to the teaching and learning program.
  - 2.1.7. **Parents:** Includes guardians and carers with primary responsibility for the child.
  - 2.1.8. **Students at Educational Risk (SAER):** Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.
  - 2.1.9. **Support Services:** The Association of Independent Schools of Western Australia (AISWA) provides a range of professional support services which the school accesses for diagnostic and professional advice. These include Psychology, Speech, Behaviour

and Disability Support. This involves a referral, observation and consultation about how best to support the students. This process is in close collaboration with Support services, teachers and families.

2.1.10. **School workers:** The person who carries out work in any capacity for the School, including work as:

2.1.10.1. an employee; or

2.1.10.2. a contractor or subcontractor; or

2.1.10.3. an employee of a contractor or subcontractor; or

2.1.10.4. an employee of a labour hire company who has been assigned to work in the person's business or undertaking; or

2.1.10.5. an apprentice or trainee; or

2.1.10.6. a student gaining work experience; or

2.1.10.7. a volunteer.

2.1.11. **The School:** Perth Montessori School Inc.

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### 3. LEGISLATIVE REQUIREMENTS

3.1. Relevant Legislation or Authority:

3.1.1. Disability Discrimination Act 1992 (Cth)

3.1.2. Disabilities Discrimination Act: Standards for Education 2005 (Cth)

3.1.3. Commonwealth Privacy Act 1998

3.1.4. Equal Opportunity Act 1984 (WA)

3.1.5. Human Rights and Equal Opportunity Commission Act 1986 (Cth)

3.1.6. Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008)

3.1.7. Occupational Safety and Health Act 1997

3.1.8. School Education Act 1999 (WA)

3.1.9. School Education Regulations 2000 (WA)

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### 4. SCOPE

4.1. This policy applies to all staff, teachers, and students at the School.

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## 5. POLICY STATEMENT

- 5.1. This policy outlines Perth Montessori's commitment to every child accessing a quality education where they can achieve growth in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.
- 5.2. Our rigorous and diverse curriculum maximises engagement through multiple entry points for learning, whilst also ensuring that students have access to intervention and specialised support to increase their learning and wellbeing outcomes.
- 5.3. At Perth Montessori:
  - 5.3.1. Each child is free to develop themselves in a positive manner with the intent that as peaceful, fulfilled and valued adults they will contribute meaningfully to our world,
  - 5.3.2. Each child is recognised as a unique individual with their own interests, skills and talents,
  - 5.3.3. We celebrate the diversity of people while also believing that every child follows a universal drive to grow and develop mastery in chosen areas, according to Montessori philosophy,
  - 5.3.4. We actively promote the development of the whole child,
  - 5.3.5. Our first priority is to support a child's character and social-emotional skills, work ethic and habits. Once a child is settled and engaged, academic skills and challenges can be addressed,
  - 5.3.6. Our directors and staff strive to observe and know their students individually, and to meet each child's developmental needs according to their interests and abilities,
  - 5.3.7. In addition to considering the child as an individual, we place strong emphasis on their sense of belonging to the broader community,
  - 5.3.8. We seek to support students' independence and encourage an attitude of life-long learning,
  - 5.3.9. The emphasis is placed on providing differentiated instruction which recognises the diverse learning needs of the students and ensures that the most effective strategies for achieving the desired learning outcomes are implemented,
  - 5.3.10. We welcome students, families and staff from all backgrounds. We do not discriminate or treat unequally any person according to their cultural or ethnic identity, their sexual orientation or gender identity, medical conditions, their language or appearance. The School has processes in place to ensure students with diverse needs are supported and cared for,
  - 5.3.11. We particularly welcome people from the Aboriginal or Torres Strait Islander communities, acknowledging that we meet on their Traditional Lands and benefit from thousands of years of their knowledge and care for Country. The Montessori School has a Reconciliation Action committee and is actively developing a Reconciliation Action Plan. A variety of activities, materials and programs are being developed to support the ongoing learning and development in our school of Noongar and other Australian Indigenous culture, language and knowledge, and

5.3.12. This policy of inclusion is in keeping with the Big Picture Education philosophy which is designed to support the learner at their point of need and personalise their experience accordingly.

#### 5.4. Understanding our Diverse Students

5.4.1. Students with a Learning Difficulty includes students who do not have an identified intellectual disability and whose reasoning appears commensurate with their chronological age but exhibit significant and on-going difficulties in key aspects or particular areas of academic learning. They are achieving below the expected level for their age and general ability. This may also include students with social and emotional issues. (American Psychiatric Association, 2013. Diagnostic and statistical manual of mental disorders (5th ed.)). Examples include:

5.4.1.1. Dyslexia,

5.4.1.2. Dyspraxia,

5.4.1.3. Dysgraphia,

5.4.1.4. Dyscalculia,

5.4.1.5. Auditory and/or Visual discrimination difficulties,

5.4.1.6. Non-specific neurological processing disorders, and

5.4.1.7. Periodic social and/or emotional needs.

5.4.2. Students with a Diagnosed Disability Includes students with vision, hearing, intellectual, physical, social/emotional, autistic, or multiple impairment (*Disability Discrimination Act, 1992* and the *School Education Act, 1999*). The learning and developmental needs of students with disabilities are influenced by a range of factors that may require different forms and levels of intervention and educational provision,

5.4.3. Gifted and Highly Able Students includes students who may require support to reach their potential. In addition, some students may be identified as having dual exceptionality in that they may be gifted in a specific area but have learning difficulties in another area,

5.4.4. Students with English as an Additional Language or Dialect (EAL/D includes overseas or Australian-born students whose first language is a language other than English or Aboriginal and Torres Strait Islander students whose first language is an Indigenous language. These students may have diverse educational backgrounds,

5.4.5. Children in the care of the Department for Child Protection and Family Support,

5.4.6. Students with persistent absence,

5.4.7. Students with behaviour concerns,

5.4.8. Students with significant health care conditions, and

5.4.9. Students with low performance who require additional support and/or intervention to achieve their potential.

5.5. Perth Montessori recognises that in many cases more than one concern, difficulty or difference will need to be addressed for the same student.

## 5.6. Roles and Responsibilities

Perth Montessori defines roles and responsibilities to ensure the inclusion of learners with diverse needs are met as follows:

### 5.6.1. School Leadership Role:

- 5.6.1.1. Ensure staff and parents are informed of this policy and its related procedures,
- 5.6.1.2. Oversee and direct the School's approach and implementation of the Inclusion and SAER policy and procedures, ensuring all stakeholders are informed of their roles and responsibilities and that these are carried out in accordance with policy, procedures and legislation,
- 5.6.1.3. Delegate responsibilities for the effective implementation of this policy to appropriately qualified, knowledgeable and experienced staff as required (e.g. The Inclusive Education Coordinator),
- 5.6.1.4. Support staff to analyse learning and wellbeing data to inform teaching and learning programs and to track, monitor and identify students 'at risk',
- 5.6.1.5. Ensure continuous strengthening of knowledge and skills of staff through the access to and provision of training for staff,
- 5.6.1.6. Budget and plan for the provision of specialised and targeted resources (e.g., staffing, assistive technologies, facilities, intervention programs),
- 5.6.1.7. Provide and maintain suitable and accessible learning environments and facilities,
- 5.6.1.8. Support the planning of individualised learning, assessment and reporting through the management of documented plans (i.e. Individual Education Plans, Behaviour Support Plans, Safety Management or Risk Management Plans) in collaboration with program coordinators or inclusive education coordinator,
- 5.6.1.9. Support and guide families to engage in planning and setting goals for their child/ren through regular Student Support Group Meetings,
- 5.6.1.10. Support and guide families to gain access to resources within the school community and other external support agencies,
- 5.6.1.11. Nurture a school community where members feel safe and free from discrimination, bias and harassment by creating an environment that embraces diversity and supports peace, respect and harmony,
- 5.6.1.12. Ensure that enrolment and transition processes are respectful and responsive to individual needs,
- 5.6.1.13. Direct and oversee the collection of data and evidence to support applications for special funding where applicable, e.g., Nationally Consistent Collection of Data (NCCD), or Association of Independent Schools of Western Australia (AISWA),
- 5.6.1.14. Ensure confidential diagnostic and specialist reports are kept confidentially in the student's file, with trackable access to teachers,

- 5.6.1.15. Arrange adjustments for students during external and internal examinations if applicable and in the student's best interest, and
- 5.6.1.16. Evaluate and review the effectiveness of this policy and its procedures regularly,
- 5.6.2. School Staff Role:
  - 5.6.2.1. Provide for personalised learning and targeted support in classroom learning program,
  - 5.6.2.2. Recognise that each student has their own aspirations, learning needs, strengths, and interests,
  - 5.6.2.3. Set high and realistic expectations for achievement and ensure growth in learning for every student,
  - 5.6.2.4. Read documents and reports provided by parents and carers about their child's learning needs,
  - 5.6.2.5. Accommodate and cater for the needs of all learners in their care by developing learning plans and integrating the use of assistive technologies when required and applying reasonable adjustments through differentiated curriculum, learning and assessments,
  - 5.6.2.6. Analyse formative and summative assessment data, observations, anecdotal evidence and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk',
  - 5.6.2.7. Write and implement documented plans detailing adjustments and goals for students with disabilities, behaviour concerns or learning difficulties,
  - 5.6.2.8. Collect and maintain detailed evidence of the implementation of adjustment strategies, and any other observations, notes and information pertinent to funding applications for students with imputed or diagnosed disabilities,
  - 5.6.2.9. Collect, maintain and display up-to-date action plans for students with serious medical conditions, including but not limited to asthma and anaphylaxis,
  - 5.6.2.10. Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training,
  - 5.6.2.11. Provide a learning environment that is safe, supportive, flexible and act when students are experiencing exclusion or loneliness,
  - 5.6.2.12. Work in partnership with students, families, staff and external service providers to maximise learning and social outcomes,
  - 5.6.2.13. Report all concerns to the classroom director or advisory teacher, Montessori or Inclusive Education Program Coordinator or the Deputy Principal and seek support from Principal where appropriate,
  - 5.6.2.14. Ensure confidential diagnostic and specialist reports are kept confidentially in the students file, with trackable access to teachers, and



- 5.6.2.15. Generalist teachers and staff are to inform and liaise with specialist teachers about any adjustments that need to be implemented and amended.
- 5.6.3. Parent / Carers / Guardian's Role:
  - 5.6.3.1. Communicate openly with the School and provide relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs,
  - 5.6.3.2. Raise any issues or concerns regarding their child's participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate,
  - 5.6.3.3. Be involved in the planning, development, and implementation of their children's documented plan (IEP, BSP etc.), including attendance at regular Support Group Meetings,
  - 5.6.3.4. Be aware of School policies, programs, rules, and routines and respect other people's rights to confidentiality,
  - 5.6.3.5. Understand and support the Montessori pedagogical principles that underly our approach to the holistic education of the child,
  - 5.6.3.6. Understand the Big Picture Learning Design and how it supports all students at their point of need,
  - 5.6.3.7. Provide a home environment which aligns with the Montessori and Big Picture Learning Design on which the education at Perth Montessori is founded,
  - 5.6.3.8. Access the supports and resources available within our school environment, and
  - 5.6.3.9. Be guided by the Parent Code of Conduct in their behaviour and communications toward all members of staff working with their child.
- 5.6.4. External Service Providers:
  - 5.6.4.1. Some students with disability, learning difficulty, specific learning disability (SLD) or other additional needs, require support from external service providers.
  - 5.6.4.2. On occasions where this support cannot be accessed outside of school hours, parents and caregivers may request that the Principal allow the service provider to work with their child while they are at school.
  - 5.6.4.3. The Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request.

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## 6. RELATED DOCUMENTS

### 6.1. Related School Policies:

#### 6.1.1. Behaviour Management

- 6.1.2. Child Friendly Child Safe
- 6.1.3. Child Protection
- 6.1.4. Complaints, Concerns & Disputes
- 6.1.5. Duty of Care
- 6.1.6. Enrolment
- 6.1.7. Equal Opportunity
- 6.1.8. Parent and Student Code of Conduct
- 6.1.9. Staff Code of Conduct
- 6.2. Related School Procedures:
  - 6.2.1. Behaviour Management
  - 6.2.2. Child Protection
  - 6.2.3. Complaints, Concerns & Disputes
  - 6.2.4. Enrolment
  - 6.2.5. Inclusion and SAER

## 5 REVISION HISTORY

#	Date	Owner	Change
V1.0	27/01/2023	Sally Alderton	Review and amalgamation of the following policies in accordance with current legislation and registration requirements of the NGSR, as well as the School's current ethos and values: <ol style="list-style-type: none"> <li>1. Disability Discrimination policy</li> <li>2. Inclusive Education Policy</li> <li>3. SAER Learning Support Policy</li> <li>4. IEP Individual Education Plan Policy</li> </ol>