



Integration Policy

Introduction

To ensure the best educational and/or social outcomes for each student, Jacana School for Autism (JSA) will facilitate and support mainstream integration programs for students if /when a need is identified. JSA will work closely with schools in which students are dual enrolled. Please note that all stages of this process, including its review and all SSG meetings, the student should be present to participate and be provided direct opportunities to express their thoughts, feelings and desires. Classroom staff will ensure that students are prepared, and adequate adjustments are made throughout the planning process and SSG meetings, to allow full student participation.

Rationale

- To provide students with the opportunity to participate in educational programs within a mainstream school.
- To provide students with support to ensure their integration program is a positive experience.
- To ensure that all members of the Student Support Group (SSG) have input into decision making.
- To support and advise mainstream school teachers responsible for JSA students on dual placements.

Implementation

The Planning Stage

The request for integration may come from a parent/carer or a member of the leadership team in consultation with the classroom teacher. When a need for integration is identified, the teacher will complete a “Mainstream Readiness” checklist (refer to document), and the Sub School Leader (SSL) will use this to complete a “Mainstream Readiness” Report. Following this, the SSL will organise a SSG meeting with the parents and classroom teacher to discuss the student’s readiness for integration, considerations to be taken into account, the suggested time fraction, options available and the process to follow. At this time, a copy of this integration policy will be provided to parents to support and inform the process.

Following this, the parent/carer will organise to visit the mainstream school in which enrolment is desired, and organise a school tour. The SSL or Student Transition Coordinator can be requested to attend the school tour with the parent if so desired, and this is highly encouraged by JSA to assist in determining in the chosen school is a suitable placement for the individual student.

Prior to the student commencing at the mainstream school, the SSL will organise a SSG meeting with relevant staff from the mainstream school, the JSA SSL, the JSA classroom teacher, and the parents/carers.

At the SSG meeting prior to commencement, the following items will be addressed in the agenda and minutes will be taken:

- the aim of the integration program
- the Personal Learning & Support Plan (PLSP)
- the social/emotional needs of the student
- the level of support required for the student and the school
- the commencement date, transition plan and review (see below)
- establishing a time fraction (see below)
- the level of funding and allocation of funds
- JSA to request an invitation for the class teacher to attend all future mainstream SSG’s for the student - this is where time fractions can be reviewed and increased or decreased as needed
- an invitation to the mainstream school to visit JSA to observe the student in class and view the relevant teaching strategies prior to commencement at mainstream

Commencing a New Placement

The JSA student will commence with a transition plan that consists of 4 x 2 hour visits, supported by a JSA staff member – this may be a teacher's aide, teacher, or SSL. When these visits are completed, the SSL in collaboration with the parents and mainstream school will review the student's visits and establish an initial time fraction for a dual enrolment. This can be communicated by email or phone, however an SSG may be organised for the review if needed. The SSL will inform the Student Transition Coordinator who will then action changes to PSDMS, Cases and the Class List, and in doing so allocate funding to the mainstream school from the date in which the time fraction is established.

It is recommended that students commence with either a half day (where the changeover is at 12-12:30pm) or a full day. For students on a half day placement, they must be transported back to JSA by parents for the remainder of the school day.

From this point forward, the JSA teacher and mainstream teacher will communicate directly to provide ongoing professional advice, support and resources as needed to assist in a successful placement for the student. Additional support to the mainstream school can be provided on an 'as needs' basis and the JSA teacher can visit the mainstream if needed to provide this support.

Please note:

- A new integration request can take place at any time, and steps can be taken towards planning and preparing for this process, however students can only commence new integration placements during terms 2, 3 or 4.
- Integration is not advised in the first year of schooling. This is to ensure that our prep students are able to establish strong routines, communication strategies, and adequate skills to manage themselves in mainstream settings and transition into integrated placements (where appropriate) and experience a high level of success.
- Integration programs may or may not lead to full time transition to mainstream school, however there will be a maximum time split of 3 days at mainstream. Students will advance directly to a full time place at mainstream should they wish to increase from 3 days.
- Students must attend JSA a minimum of 3 days per week to access the school bus. If the bus entitlement is lost due to time fractions at the mainstream school, parents must transport their child to and from school.
- If a student transitions to mainstream full time, they will relinquish their place at JSA. Due to enrolments being at capacity and an extensive prospective student list in place, it is likely that they will not be able to return to JSA should the need arise in the future.
- If the mainstream school does not run classes on a designated integration day (i.e. runs a non-attendance day), then the JSA student will not be able to, as a replacement, attend JSA for that day or part thereof without prior arrangement with the JSA classroom teacher.
- If a time fraction is increased/decreased as a result of an SSG meeting at the mainstream, in consultation with the JSA classroom teacher, the teacher must inform the Student Transition Coordinator and SSL immediately for relevant actions to be made.
- The Student Transition Coordinator will monitor student movement in regards to enrolment and oversee staff regarding the integration program.

Evaluation

This policy will be reviewed as part of the school's three year policy review cycle.

Ratified By JSA School Council:	13 th September 2018
Review Date:	Term 4, 2021