



St Brigid's College Inclusive Education Policy

1.0 Introduction

Article 24 of the UN Convention of the Rights of Persons with Disabilities recognises that education should be accessible "... without discrimination and on the basis of equal opportunity ... within an inclusive education system at all levels ...".

The St Brigid's College community consists of members with diverse learning abilities and needs. We encourage and respect diversity in ability, and provide an inclusive curriculum addressing the student's cognitive, emotional, social and creative development. We have a moral, ethical and social justice obligation to provide a Catholic education in accordance with the Gospel values of respect, equity and the social justice teachings of the Church. The College recognises that differentiation of the curriculum is the most effective way for all students to access the curriculum and become fully engaged in the learning process so they can have every opportunity to attain personal excellence.

2.0 Purpose

St Brigid's College believes that this is best achieved through inclusive education practices and a strong belief that there needs to be a holistic approach to each student's academic, spiritual, physical, aesthetic, cultural, and social and emotional development. Teaching and Learning programs cater for different learning styles, needs and interests. It is through the College's ongoing commitment to inclusive education, that every student's unique needs are taken into consideration and the interests of all stakeholders are valued and respected.

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments to curriculum organisation, delivery and assessment along with teaching strategies tailored to meet individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

An inclusive environment is a supportive learning environment and is the key to empowering individuals, allowing all students to equally engage in meaningful learning. The College continually strives to provide a climate of acceptance and support, that encourages a sense of identity, belonging, wellbeing and success.

Student learning is accommodated for primarily within the classroom setting, through the differentiation of the curriculum so all individuals have the opportunity to experience success. At times students may be withdrawn to work with staff in small group settings to address priority goals outlined in the School Improvement Plan.

Under both State and Commonwealth laws schools must make 'reasonable adjustments' to accommodate students with additional needs including disabilities. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

The [Disability Standards for Education 2005](#) clarify the obligations of education and training providers. Catholic Education WA aims to fully support the Disability Standards in all of their schools.

St Brigid's College adheres to State and Federal guidelines governing the education of students with disability, as well as the Australian Professional Standards for Teachers, Catholic Education of Western Australia Protocols and the Mercy Education Limited Code of Conduct.

3.0 Coverage

All students and teaching staff of St Brigid's College.

4.0 Guiding Principles

All staff at St Brigid's College support inclusive education with a commitment to:

- Nurture a culture of valuing diversity;
- Encourage every student to develop the best in themselves;
- Extend and support learning through differentiation in which tasks are modified to suit the needs of the student. This involves students who;
 - require acceleration and/or enrichment of learning and teaching programs;
 - require intervention and additional support due to their identified needs; and
 - require support because English is not their mother tongue or first dialect.
- Teach learners to be resilient and to enjoy life-long learning;
- Empower students to have a richer appreciation of the gift of learning;
- Develop students' self-esteem and positive well-being through relevant teaching and learning experiences;
- Facilitate students' effective participation and access to the curriculum;
- Consider the different learning styles of all students.

5.0 Procedure

To ensure all staff act in accordance with the Disability Discrimination Act and the Disability Standards for Education. It is the responsibility of College staff to;

- Protect and foster the dignity of each student.
- Promote an environment in the classroom which allows for the acceptance of the uniqueness and differences of each student.
- Monitor and review student learning to identify student needs.
- Assess demonstrated learning outcomes of students to determine when to adjust, extend or reinforce learning.
- Utilise data from standardised testing to cater for the numeracy and literacy learning needs of students.
- Collaboratively and purposefully plan, monitor and report students' needs and outcomes.
- Access Synergetic/SEQTA, to identify and gain information regarding students who have individual learning needs.

- Access and apply relevant guidance from all documentation in student files.
- Complete and maintain documentation to support provision of individual student adjustments and needs, such as; teaching and learning programs and Individual Education Plans (IEP).
- Document and maintain confidentiality for all discussions and actions.
- Extend and support students learning through differentiation of the curriculum to cater for individual needs. This includes scaffolding learning and extending learning opportunities.
- Make appropriate adjustments to teaching programs to ensure all students are able to engage with and participate in education on the same basis as other students
- Implement the necessary adjustments, accommodations and modifications for individual students.
- Create and implement Individual Education Plans as required; this is done in consultation with parents, students and relevant Team Leaders.
- Teach collaboratively with colleagues to develop consistency with teaching programs and ensure that shared goals are met.
- Liaise with relevant staff including; Educational Assistants, teachers, Team Leaders, Heads of School, Deputy Principal and College Psychologist to support students identified with specific needs.
- Communicate with parents/caregivers on a regular basis and work together to ensure that students' needs and shared goals are met.
- Liaise with Sector consultants when required such as; The Students with Disability consultant at CEWA.
- Access the school's variety of resources when meeting the needs of students.
- Provide teachers and support staff with ongoing professional development training opportunities.
- Modify and adjust the learning environment to allow all student to have equal access to the curriculum.
- Monitor, document and report on student progress including those students on modified curriculum and Individual Education Plans.
- Collect and upload all documentation to Synergetic and notify all respective Team Leaders.

Identification of Students

A variety of methods are employed for identification of learning differences amongst students.

Facilitation of assessments include;

- The On-entry assessment program, in Pre-primary, to ascertain the Literacy and Numeracy skills of children entering the formal school setting and to inform teaching and learning.
- The Early Years Literacy and Numeracy Data (EYLND), to collect and record school based Early Years data, for students in Years One to Three.
- Administration and reporting of online ACER PAT assessments, (e.g. PAT-Maths & PAT-Reading) for Primary students in Years Two to Year Six.
- Administration and reporting of online ACER PAT assessments (e.g. General Ability Test -AGAT, PAT – Maths and PAT-Reading), for incoming Year Seven students and for all new Year Eight and Year Nine students.

- Standardised spelling and phonic placement tests.
- National Assessment Program- Literacy and Numeracy (NAPLAN) in Years Three, Five, Seven and Nine. Results are tracked and progress monitored to provide further data in identifying children with individual learning needs.
- Students who do not achieve NAPLAN requirements in Year Nine are required to undertake Online Literacy and Numeracy Assessment (OLNA)

Supporting Individual Differences

- When identifying and addressing the specific learning needs of students, teachers follow the process outlined below.

Identification

- Class/subject teacher identifies students requiring adjustments
- Diagnosed disability or imputed disability
- Review all documentation for students including; reports from external agencies, testing data , Educations Plans, notes from teachers and Team Leaders.
- Liasie with CTL -Learning Differences

Support

- Contact parent/guardian to discuss student needs
- Implement any suggested teaching and learning adjustments, modifications and/or accomodations
- Document adjustments, e.g. Teaching Programs, Individual Education Plan

Action

- Teacher suggests, documents and actions ***further intervention strategies***
- Discuss with parents/guardians
- Teacher meets with relevant Team Leaders and Heads of School to discuss ongoing concerns

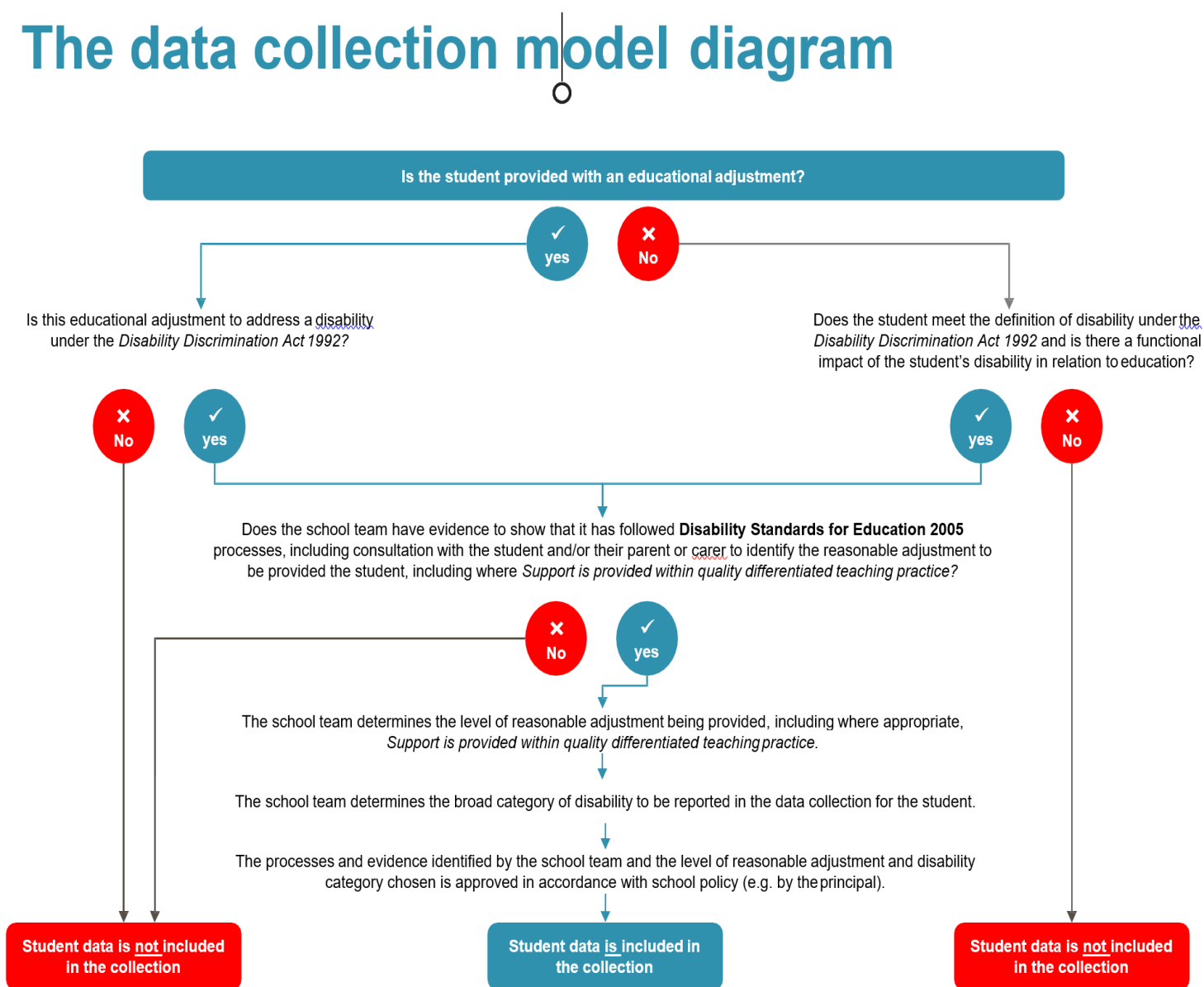
Monitor & Review

- Deputy Principal advised
- Monitor and evaluate student outcomes and progress - did performace improve?
- In consultation with Heads of School, CTL- Learning Differences and class teacher, external specialists may be recommended for further investigation and/or testing
- Ongoing communication with parent/guardian

Nationally Consistent Collection of Data

- Students may also be included in the Nationally Consistent Collection of Data (NCCD) as per the Guidelines of the NCCD <https://www.nccd.edu.au/>
- Information is collected about students with disability across Australia in a consistent, reliable and systematic way and documents the level of adjustment made by schools to support students.
- A student is counted in the NCCD if they meet two criteria:
 - The student meets the definition of a person with disability as defined in the *Disability Discrimination Act 1992*
 - Imputed Disability. Teacher professional judgement is used to assess the functional impact of the student's imputed disability in relation to education.

The data collection model diagram



Reasonable Adjustments

- Reasonable educational adjustments are implemented to support student learning and actively address individual needs.
- Reasonable adjustments are designed to enable students to achieve their maximum potential within a framework of academic standards.
- According to the [Disability Standards for Education \(2005\)](#) a reasonable adjustment is a measure (or group of measures) implemented by an education provider to assist a student with a disability to apply, enroll and participate in a course or program on the same basis as a student without a disability.
- Reasonable adjustments are regularly reviewed and adapted to meet the changing needs for participation across subject areas of a course.
- Reasonable adjustments reflect the assessed individual needs of the student. They can be made at the whole-school level, in the classroom and at an individual student level.
- At the classroom level, teachers can make plans and choose teaching and learning strategies that are inclusive and meet the needs of all students, including those with disability.

Adjustments can be made across any or all of the following:

- planning
- teaching and learning
- curriculum
- assessment
- reporting
- extracurricular activities
- environment and infrastructure
- resources.

Related documents:

Review History

Version	Date Released	Next Review	Author	Approved
1.0	2008			
2.0	2010	2012		
3.0	2012	2014		
4.0	2014	2018		
5.0	2018	2020		
6.0	2021		K Fiolo	
7.0				
8.0				