



Policy		Inclusive Education	
Service/Function Area	School	Created Date	2008
Custodian	Coordinator Learning Support / CTL Mathematics	Reviewed	21/11/2023
Review Period	2 Years	Next Review Date	21/11/2025
Policy Number	Rev1	Final Approver	SLT

## Policy Statement

This policy reflects the College Values and College Mission of providing excellence in education within a Christ-centred environment and to nurture and support every student in their growth as contributing members of the community.

## Scope

The contents of this policy are applicable to all students and teaching staff of St Brigid's College.

## Purpose

The College continually strives to provide a climate of acceptance and support, that encourages a sense of identity, belonging, wellbeing and success for each student.

This policy outlines how we acknowledge and respect the diversity of our students, each with their own abilities and gifts, and provide opportunities for each student to have equitable access and be fully engaged in the learning process. It considers identified needs due to medical and health conditions, disability, learning difficulties, students with English as an additional language/dialect, as well as different learning styles of students.

## Implementation

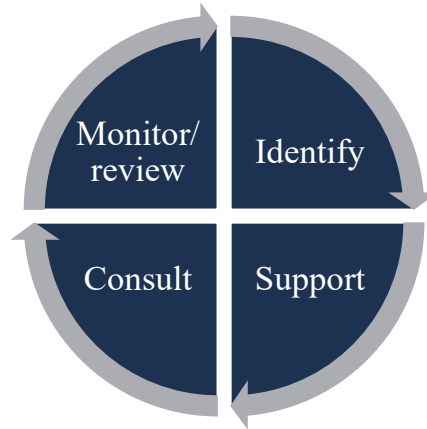
### Procedures

To meet our purpose, we have an inclusive approach embedded in all aspects of school life, and supported by our culture, policies and everyday practices. Staff implement inclusive practices and are to act in accordance with the Disability Discrimination Act (1992) and the Disability Standards in Education (2005). This applies to the enrolment process, participation in courses and programs, and use of facilities and services within the College.

Student learning is accommodated for primarily within the classroom setting, through the differentiation of the curriculum content, and reasonable instructional and environmental adjustments to lesson delivery and to assessment. This is for all students, including those who may require intervention and additional support, or extension, due to their identified needs. At times, students may be withdrawn from class to work with staff in small group settings to address priority goals outlined in the student's personalised learning plan and/or the School Improvement Plan. These students receive targeted assistance, through intervention programs and/or and timetabled support programs.

## Supporting Individual Differences

When identifying and addressing the specific learning needs of students, teachers implement each element of the cycle, outlined below.



<b>Identification</b>	<p><b>A student is identified as requiring adjustments.</b></p> <p>The classroom/subject teacher:</p> <ul style="list-style-type: none"><li>• Reviews all documentation for students including; reports from external agencies, testing data, personalised learning plans, notes from teachers and Team Leaders (which may include information from student/parent/guardian)</li><li>• Liaises with Team Leader and Coordinator Learning Support</li></ul> <p>A variety of methods are employed for identification of learning differences amongst students:</p> <ul style="list-style-type: none"><li>• Standardised testing: e.g. On-entry assessment program, Early Years Literacy and Numeracy Data (EYLND), ACER PAT assessments, standardised spelling and phonic placement tests, Dibels,</li><li>• SCSA and ACARA: National Assessment Program- Literacy and Numeracy (NAPLAN), Online Literacy and Numeracy Assessment (OLNA), Brightpath</li><li>• School-based: curriculum area assessments, both formative and summative</li><li>• External: medical, psychological, or therapeutical assessments</li><li>• Pastoral conversations and observations are also considered when identifying student need.</li></ul>
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<b>Support</b>	<p><b>Teachers provide support by implementing reasonable teaching and learning adjustments.</b></p> <p>Teachers need to document adjustments implemented and the utilisation and effect of these for the student. This may be done via Teaching Programs, Individual Education Plan, Seqta pastoral care notes.</p> <p>Reasonable Adjustments</p> <ul style="list-style-type: none"> <li>• are an intentional change or modification, implemented to support student learning and actively address a particular need.</li> <li>• can be made at the whole-school or year level, in the classroom and/or at an individual student level.</li> <li>• 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.</li> <li>• Are categorised as Curriculum, Environmental or Instructional</li> <li>• can be made across any, or all, of the following areas: <ul style="list-style-type: none"> <li>○ planning</li> <li>○ teaching and learning</li> <li>○ curriculum</li> <li>○ assessment</li> <li>○ reporting</li> <li>○ resources</li> <li>○ extracurricular activities</li> <li>○ environment and infrastructure</li> </ul> </li> <li>• are regularly reviewed and adapted to meet the changing needs of the student</li> </ul>
<b>Consultation</b>	<p><b>Teachers consult with the student, home, the College, and external support providers.</b></p> <ul style="list-style-type: none"> <li>• This involves a collaborative approach involving the student; parent/guardian; teaching staff, as well as other relevant staff including curriculum and pastoral Team Leaders, College nurse and counsellor; or sector consultants associated with the College.</li> <li>• There may be times when it is appropriate to engage with external support services specific to the student such as medical specialists, psychologists, occupational therapists, speech pathologists etc. Consent from the parent/guardian is required for this to occur.</li> </ul> <p>Teachers document and action any further support as per the outcome of the consultation process.</p>
<b>Monitor and review</b>	<p><b>Continual monitoring and review are necessary.</b></p> <ul style="list-style-type: none"> <li>• Monitor and evaluate student outcomes and progress, and student wellbeing.</li> <li>• Make changes to student learning plans as needed</li> <li>• Ongoing communication with parent/guardian</li> <li>• The review process is documented and all stakeholders are to be kept informed</li> </ul>

## Individual Education Plan (IEP)

Adjustments and additional support are documented on a student's Individual Education Plan. This is developed in consultation with the student, parent/guardian and relevant Team Leaders.

## Nationally Consistent Collection of Data NCCD

The Nationally Consistent Collection of Data (NCCD) collects statistical information 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. St Brigid's College adheres to the guidelines and requirements of the NCCD.

## External Specialist Support on campus at St Brigid's

In partnership with Telethon Speech & Hearing (TSH), St Brigid's provides support for students with a hearing loss to participate in all aspects of school life. This may include a Teacher of the Deaf and/or notetaker being available.

There are circumstances wherein a student who receives externally funded therapy may be able to have their therapy arrangement accommodated for, at school. This can be organised through the Principal.

## Relevant Legislation

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.

Legislation / Compliance
Disability Discrimination Act (1992) <a href="https://www.legislation.gov.au/Details/C2018C00125">https://www.legislation.gov.au/Details/C2018C00125</a>
Disability Standards for Education <a href="https://www.education.gov.au/disability-standards-education-2005">https://www.education.gov.au/disability-standards-education-2005</a>
Nationally Consistent Collection of Data (NCCD) as per the Guidelines of the NCCD <a href="https://www.nccd.edu.au/">https://www.nccd.edu.au/</a>
School Curriculum and Standards Authority (SCSA): Guidelines for Students with Disability; Equitable Access to Assessment Policy <a href="https://k10outline.scsa.wa.edu.au/home/resources/disability-adjustment-guidelines">https://k10outline.scsa.wa.edu.au/home/resources/disability-adjustment-guidelines</a>

## Support Documents

Document Number	Document Description