



DARAMALAN COLLEGE

STUDENTS WITH A DISABILITY

POLICY AND PROCEDURES

Related Policies

Enrolment Policy, Grievance Policy, Harassment Policy, curriculum documents

Rationale

Daramalan College is strongly committed to the belief that members of our learning community who have a disability may require and are entitled to additional support to reach their full potential.

Definitions

The Disability Standards for Education 2005 define disability as any of the following:

- a. total or partial loss of the person's bodily or mental functions
- b. total or partial loss of a part of the body
- c. the presence in the body of organisms causing disease or illness
- d. the presence in the body of organisms capable of causing disease or illness
- e. the malfunction, malformation or disfigurement of a part of a person's body
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour

and includes a disability that:

- a. presently exists or
- b. previously existed but no longer exists or
- c. may exist in the future or
- d. is imputed to a person.

The broad categories of disability are: physical, cognitive, social/emotional and sensory.

Policy

Daramalan College will promote a safe and inclusive learning environment that expresses the value we place on diversity. The school supports the National Goals for Schooling in the 21st Century and works to achieve improved and equitable educational outcomes for students with a disability.

All school processes and practices will be informed by relevant disability legislation including the Disability Discrimination Act 1992 and Disability Standards for Education 2005. We will participate in the annual Nationally Consistent Collection of Data on School Students with Disability.

The key focus areas for Daramalan College are:

1. Identification of new enrolments
2. Support
3. Access and Participation
4. Discrimination-Free Culture.

Procedures

1. Identification of new enrolments

Make decisions about admission and enrolment on the basis that reasonable adjustments will be made where necessary so that a student with a disability is treated on the same basis as a student without a disability; that is, the student with a disability has opportunities and choices in admission or enrolment that are comparable with those offered to a prospective student without a disability.

1.1 Ensure that the enrolment process can be completed without undue hardship.

1.2 When identifying students with a disability, the Principal or delegate will:

- request permission to access relevant medical/educational outcomes during the enrolment process and/or as appropriate thereafter
- consider student eligibility for identification against Australian Government criteria
- participate in a collaborative process to determine student needs and the reasonable adjustments that can be made by the school.

2. Support

Develop an environment that is welcoming and supportive of students and their families.

2.1 The Coordinator Inclusive Education is a significant and ongoing point of contact between the school and the parents of students with a disability.

2.2 Under the direction of the Assistant Principal Teaching and Learning and the Coordinator Inclusive Education, the Inclusive Education Team coordinate and are involved in the delivery of programs that meet the needs of students with a disability. This may include some forms of testing. The Coordinator Inclusive Education is responsible for the allocation of support staff to work with particular students or classes.

2.3 The Coordinator Inclusive Education keeps staff up-to-date in their understanding of disability and of requirements for dealing with students with a disability. This includes the annual distribution to teachers of a list of students with a disability.

2.4 The Literacy Coach and the Numeracy Coach are part of the Inclusive Education Team and have responsibility for supporting students with a disability in the area of literacy and numeracy respectively. This includes the professional development of teachers.

2.5 Teachers closely monitor the holistic progress of students with a disability and inform the Coordinator Inclusive Education, Subject Coordinators, House Coordinators and/or Pastoral Care Advisors.

2.6 Data about students with a disability is collected as required by the Australian Government.

3. Access and Participation

Facilitate the access and participation of students with a disability as fully as possible in the life of the school and create a whole school approach to meeting the needs of all learners, including delivering the academic and non-academic curriculum in a variety of ways that live out our commitment to inclusive education. Demonstrate our shared belief that all students can learn by ensuring that the curriculum is engaging and challenging for all students and by ensuring that students with a disability are given the opportunity to demonstrate what they know, what they can do and what they understand.

3.1 Each student with a disability is required to have an Individual Plan (IP). This is written by the classroom teacher in consultation with the Inclusive Education Team and the Subject Coordinator at the start of each semester or term (whichever is applicable). It is reviewed regularly by the teacher and adjusted as necessary.

3.2 Differentiation of the curriculum may include

- writing Modified units of work that address different learning goals
- offering the student a reasonable substitute for an activity in which he/she cannot participate but which is a necessary part of the course or program
- flexible delivery modes; alternative teaching materials; adjusted assessment and certification requirements; appropriate learning activities; use of assistive technology; provision of additional support.

3.3 The Inclusive Education Team works with House Coordinators and Pastoral Care Advisors to devise programs that address the social/emotional needs of students who need support of this nature.

3.4 Accommodations are made as appropriate to enable the participation of students with a disability in co-curricular activities such as school camps and retreats.

4. Discrimination-Free Culture

Live out the values proclaimed in the Daramalan College Academic Care Charter to affirm the importance of positive relationships among everyone involved in a student's learning. Model and promote conduct and behaviour that facilitates mutual respect, and facilitate the grievance process by ensuring expressions of concern or complaints of discrimination and harassment are dealt with promptly, sensitively and confidentially.

- 1.1 Promote awareness that discrimination, vilification and harassment are unlawful and contrary to the MSC ethos.
- 1.2 Eliminate and redress any direct or indirect discrimination where and when it exists promptly, sensitively and confidentially.
- 1.3 Expressions of concern or complaints about discrimination or harassment will be directed initially to the respondent or to the House Coordinator and Pastoral Care Advisor. If the matter cannot be resolved at this level, or is more serious, then the matter will be brought to the Assistant Principals Pastoral Care or the Principal. (Refer also to Grievance Policies)
- 1.4 An expression of concern or a complaint will be investigated by the responsible staff member promptly with regard to confidentiality, privacy, choice, procedural fairness and proper, accurate record keeping. (Refer to Grievance Procedures)

Resources:

Archdiocese of Canberra and Goulburn Catholic Education Office (2011) *Students with Disabilities – Identification and Support*

Disability Discrimination Act 1992 (Australian Government)

www.austlii.edu.au/legis/cth/consol_act/dda1992264.txt

Disability Standards for Education 2005

Nationally Consistent Collection of Data: School Students with a Disability (Australian Government)

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