



DARAMALAN COLLEGE

STUDENTS WITH A DISABILITY

POLICY AND PROCEDURES

Related Policies

Enrolment Policy
Grievance Policy
Anti-Bullying and Harassment Policy
Managing Externally Funded Service Providers
Curriculum policies

Rationale

Daramalan College is strongly committed to the belief that any member of our learning community who has any form of disability may require, and are entitled to receive, additional support to reach their full potential. The College aims to provide a safe and inclusive learning environment that expresses the value we place on diversity.

The College is also committed to providing staff with professional learning to develop the knowledge and skills required to undertake their role in providing students with a disability full access to secondary school educational opportunities.

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

1. Daramalan College will promote a safe and inclusive learning environment that expresses the value we place on diversity.
2. The school supports the National Goals for Schooling in the 21st Century and will work to achieve improved and equitable educational outcomes for students with a disability.
3. All school processes and practices will be informed by the relevant disability legislation including the Disability Discrimination Act 1992 and Disability Standards for Education 2005.
4. We will participate in the annual Nationally Consistent Collection of Data on School Students with Disability.

Procedures

The key focus areas for Daramalan College are:

1. Identification of students with a disability
 2. Support for each student with a disability
 3. Access and participation
 4. A discrimination-free culture
1. Identification of students with a disability

Decisions about enrolment are made on the basis that reasonable adjustments will be made, where necessary, so that any student with a disability is treated on the same basis as a student without a disability; that is, the student with a disability has the same opportunities and choices that are comparable with those offered to a student without a disability. Specifically,

- 1.1 Ensuring that the enrolment process can be completed without undue hardship.
- 1.2 When identifying students with a disability, the Principal/Delegate will:
 - request permission to access relevant medical/educational outcomes during the enrolment process and/or as appropriate thereafter
 - consider the student's eligibility for identification against Australian Government criteria
 - participate in a collaborative process to determine the student's needs and the range of reasonable adjustments that can be made by the school.

2. Support for each student with a disability

We seek to develop an environment that is welcoming and supportive of students and their families. Specifically,

- 2.1 The Inclusive Education Coordinator provides a significant and ongoing point of contact between the school and the parents of a student with a disability.
- 2.2 Under the direction of the Assistant Principal Teaching and Learning and the Inclusive Education Coordinator, 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 administering some forms of testing. The Coordinator Inclusive Education is responsible for the allocation of Learning Support Assistants (LSAs) to work with a particular student or class.
- 2.3 The Inclusive Education Coordinator will keep staff up-to-date in their understanding of disability matters and of advice for dealing with students with a disability. This includes the annual distribution to teachers of information about students with a disability.
- 2.4 Teachers closely monitor the holistic progress of students with a disability and keep advised the Inclusive Education Coordinator, Subject Coordinators, House Coordinators and/or Pastoral Care Advisors.
- 2.5 Data about students with a disability is collected as required by the Australian Government.

3. Access and Participation

Our aim is to facilitate the access and participation of students with a disability as fully as possible in the life of the school and to 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. We 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. Specifically,

- 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 a reasonable substitute for an activity in which the student 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 working with House Coordinators/Pastoral Care Advisors and teachers to devise programs that address the social/emotional needs of students who need support of this nature.

3.4 Accommodations being 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

We aim to 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. We model and promote conduct and behaviour that facilitates mutual respect and supports the grievance process by ensuring expressions of concern or complaints of discrimination and harassment are dealt with promptly, sensitively and confidentially. Specifically,

- 4.1 By promoting awareness within the school that discrimination, vilification and harassment are unlawful and contrary to the MSC ethos.
- 4.2 Eliminating and redressing any direct or indirect discrimination where and when it exists promptly, sensitively and confidentially.
- 4.3 Directing expressions of concern or complaints about discrimination or harassment, initially to the House Coordinator/ 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/Delegate. (Refer also to Grievance Policies.)
- 4.4 Ensuring that any expression of concern or a complaint is investigated by the responsible staff member promptly mindful of 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)

Approved by:	College Executive
Contact Staff Member:	Assistant Principal Teaching and Learning
Implementation Date:	July 2016
Supersedes Policy Dated:	Term 3 2018
Revision Date:	Term 3 2020