



STUDENTS WITH DISABILITIES POLICY

CONTEXT

As a Marist School, Sacred Heart College recognizes that it has a pastoral responsibility to cater for all students. Catholic schools are committed to identifying students with disabilities and providing them with appropriate educational access that will allow them to be successfully engaged in their learning.

This policy supports the *Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*. The Disability Standards for Education clarify the obligations of educational providers to respect the rights of the student and to provide access and participation.

PRINCIPLES

- Sacred Heart College aims to create learning environments and deliver curriculum to meet the needs of all students. Educational practices should recognise the unique identity of each individual with programming designed to maximise educational outcomes.
- Sacred Heart College works with families and community professionals to identify and respond to students who require specific adjustments to the learning program and to resource allocation.
- Decision making regarding resourcing is based on student needs and the principles of inclusion, access, equity and participation. A student's disability may or may not impact on their learning and access to the curriculum.
- Responsibility for the well-being and successful outcomes for all students is shared by all members of the school community. Families, carers, schools, agencies and professionals work in partnership to build on strengths and create opportunities for students to achieve.

PROCEDURES

a. *Development of the Whole Person*

Sacred Heart College aims to be a place of learning and participation where the development of the whole person is nurtured, and where the uniqueness of each individual is appreciated.

The school community:

- Welcomes learners with diverse needs and acknowledges their contribution to the learning environment
- Supports development and well being through the provision of access to facilities and curriculum
- Creates active learning environments that are flexible and dynamic, where students can access appropriate learning opportunities

- Offers an inclusive curriculum that recognises and responds to a range of learning styles and needs
- Listens to and learns from the student, recognizing the gifts each student brings and differences and diverse ways of learning
- Uses a collaborative approach to provide adjustments to curriculum
- Consults and engages with a range of professionals to identify and clarify student needs
- Implements relevant strategies and support
- Ensures that reporting on achievement clearly reflects the learning style, skills and strengths of the student, a broad understanding of the impact of a particular disability on achievement and any adjustments that have been implemented to support optimum outcomes.

b. *Partnerships that Support the Development of the Whole Person*

Sacred Heart College recognizes that families are the first and continuing educators of their child and seeks to work in partnership with families and promote participation by all in decision making. Accordingly, the College supports families who have a child with a disability and assists, their child to access optimum learning outcomes and pathways.

The school staff:

- Show respect for the dignity of families and values their varied experiences
- Initiate planning and enrolment procedures to ensure the inclusive access of all students from when they first become a part of the school community
- Provide an educational environment that supports student growth, learning and positive outcomes. This may include the consideration of pathways such as specialised settings
- Are accountable to families regarding access to the curriculum to families
- Work with the student, family and professionals to explore transition options and post-school pathways which support life-long learning and wellbeing.

c. *Social Awareness and Diversity*

Sacred Heart College is responsive to the development of social awareness and the acceptance of diversity

The school community:

- Values diversity and engages in authentic relationships with members of the whole community, treating everyone with dignity, respect and acceptance
- Implements strategies and programmes to address and manage harassment or victimisation of a person with a disability (or their associate) as reflected in the Disability Standards in Education (2005)
- Ensures ongoing professional learning in child protection and child safe environments to increase staff recognition, awareness and understanding of how these areas relate to all students.

d. *Professional Learning and School Capacity*

Sacred Heart College provides ongoing professional learning to build the capacity of staff to effectively include all students.

Sacred Heart College:

- Provides the necessary educational leadership to develop a culture of inclusion in the school community
- Encourages teachers and education support officers to reflect on practice and access professional learning opportunities
- Works collaboratively to engage in professional reflection and dialogue in order to inform teaching and learning
- Supports staff to incorporate new learning into classroom practice.

e. Resource Allocation

The College strives to equitably and justly distribute resources to schools on a needs basis.

Sacred Heart College:

- Applies Catholic social justice principles, for example the priority of the common good or the call to support those with the greatest need
- Supports Commonwealth Government guidelines
- Employs transparent processes to distribute resourcing including the outsourcing of professional services
- Uses resources creatively to support all students to learn effectively.

ASSOCIATED POLICIES AND PROCEDURES

- [CESA Strategic Plan \(2010\)](#)
- Support Package for Students with Disabilities (2010)
- [Enrolment Policy \(2009\)](#)
- [Pastoral Care Policy \(2008\)](#)
- [Duty Of Care Policy \(2011\)](#)
- [Policy for the Care Wellbeing and Protection of Children and Young People in Catholic Schools and Pre Schools \(2009\)](#)
- [Assessment and Reporting of Student Achievement Policy \(2008\)](#)
- [Behaviour Education and Personal Responsibility Policy \(2010\)](#)
- [Camps, Excursions and Adventure Activities: Procedures for Catholic Schools and Pre-Schools \(October 2011\)](#)
- [Procedures for Resolving Complaints \(2004\)](#)

BIBLIOGRAPHY

- [Disability Discrimination Act \(1992\)](#)
- [Disability Standards \(2005\)](#)
- [The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century \(1999\)](#)
- [The Melbourne Declaration on National Goals for Schooling in the Twenty First Century \(2009\)](#)

Approved on November 2011

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