

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

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.

- 2.1 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.

