



DARAMALAN COLLEGE

INCLUSIVE EDUCATION

POLICY AND PROCEDURES

Related Policies and Procedures

Enrolment Policy
Grievance Policy
Anti-Bullying and Harassment Policy
Managing Externally Funded Service Providers
Curriculum Policies
Inclusive Education Guidelines
Gifted and Talented Guidelines

Rationale

Daramalan College endeavours to be an inclusive educational setting and aims to provide a safe and supportive learning environment that expresses the value placed on diversity. This policy outlines the obligations and processes to identify and support students with disabilities or additional needs within the College.

Definitions

Additional needs: Students are considered as having additional learning needs if the ongoing functional impact of a physical, sensory, cognitive, or social-emotional condition requires school staff to actively address or support the student's specific learning needs, while at school or participating in external school-directed activities.

Disability: as defined by the [Disability Discrimination Act 1992](#) means:

- total or partial loss of the person's bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the presence in the body of organisms capable of causing disease or illness
- the malfunction, malformation or disfigurement of a part of a person's body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- 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:

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

Diagnosed disability: a current medical diagnosis of a disability by a suitable medical or allied health practitioner.

Policy

1. Daramalan College will endeavour to promote a safe and inclusive learning environment that expresses the value placed on diversity.
2. Daramalan College will endeavour to achieve improved and equitable educational outcomes for students with a disability or additional needs.
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. Daramalan College 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 or additional needs
2. Support for each student with a disability or additional needs
3. Access and participation for student with a disability or additional needs
4. A discrimination-free culture

1. Identification of students with a disability or additional needs

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

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

1.2 When identifying students with a disability or additional needs, the Principal/Delegate will:

- If required, 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 students' needs and the range of reasonable adjustments that can be made by the College.

1.3 Parents and carers are strongly encouraged to disclose whether their child has a diagnosed disability or any additional need to the Principal or delegate upon enrolment, or as soon as the students' needs become apparent.

2. Support for students with a disability or additional needs

Daramalan College seeks to develop an environment that is welcoming and supportive of students and their families. Specifically,

2.1 The Inclusive Education Team provides an ongoing point of contact between the school and the parents/ carers of a student with a disability or additional needs.

2.2 Under the direction of the Assistant Principal Teaching and Learning and the Inclusive Education Team are involved in the delivery of programs and supports that meet the needs of students with a disability or additional needs.

2.3 The Inclusive Education Team will endeavour to keep staff up to date in their understanding of and advice for dealing with students with a disability or additional needs.

2.4 Teachers monitor the holistic progress of students with a disability or additional needs in coordination with the Inclusive Education Coordinator, Inclusive Education Team, Subject Coordinators, House Coordinators and/or Pastoral Care Advisors.

2.5 Daramalan College may consider requests to allow external support providers into the school when assessing a reasonable adjustment, however, this is at the discretion of the College Principal. (Refer also to Policy and Guidelines for managing NDIS externally funded service supports)

2.6 Data about students with additional needs is collected as required by the Nationally Consistent Collection of Data (NCCD) Australian Government.

3. Access and Participation for students with a disability or additional needs

Daramalan College aims to provide access and participation to all students within the College including students with a disability and or additional need. Specifically:

3.1 Each student with a disability or additional need is required to have a Personalised Plan (PP). This is developed by the Inclusive Education Team in collaboration with the student, family of the student, classroom teachers, curriculum coordinators and pastoral staff. It is reviewed and adjusted periodically and as necessary.

3.2 Reasonable adjustments may include support/s in the form of curriculum, communication, movement, personal care, safety, transition or social and emotional. Reasonable adjustments should allow each student with a disability or additional need to participate in activities on the same basis as their peers.

3.3 The Inclusive Education Team collaborates 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 Reasonable adjustments being made, as appropriate, to enable the participation of students with a disability or additional needs in co-curricular activities.

4. Discrimination-Free Culture

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 Principal 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 (2024) Supporting students with additional needs

[Disability Discrimination Act 1992](#) (Australian Government)

[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
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