



MARIAN CATHOLIC COLLEGE, GRIFFITH

INCLUSIVE EDUCATION POLICY

Rationale:

This policy directly flows from the Vision and Mission statement, Disability Education Standards and College strategic plan:

Our Vision

In keeping with the Vision Statement of the Diocese of Wagga Wagga, Marian Catholic College strives to be a nurturing community which

- is founded in Catholic faith, justice and love
- is inclusive
- is learner centred
- seeks excellence and wisdom

Our Mission

“The person of each individual human being, in her or his material and spiritual needs, is at the heart of Christ’s teaching; this is why the promotion of the human person is the goal of the Catholic School” JP11 [#9]

To nurture, we are called....

- to care for each individual, affirming their dignity and uniqueness
- to foster right relationships with God, creation, self and others
- to provide particular attention to those most in need
- to build a welcoming, safe and supportive school environment.

Disability Education Standards (2005)

In August 2005, the Federal Government made Disability Standards in the area of education, known as the Disability Standards on Education 2005 (the Education Standards). The Education Standards set out the rights of students with disability under the DDA in the area of education. They also set out the obligations of education providers, like schools and universities, under the DDA to assist students with disability in the area of education.

The main aim of the Education Standards is to give students with disability the right to participate in educational courses and programs on the same basis as students without disability. This means a person with disability should have access to the same opportunities and choices in their education that are available to a person without disability.

Sometimes to achieve this aim the Education Standards require an education provider to make **adjustments** to allow people with disability to take part in education. For example a hearing loop may need to be installed in a university lecture hall to allow people with hearing impairments to access the lecture. However, adjustments must be reasonable and they must not be too hard for the education provider to carry out. The Education Standards help to work out whether adjustments are reasonable and whether they would be too hard



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to carry out. Education providers and students can use Education Standards as a guide to talk about what adjustments are required and reasonable in their particular circumstances.

Marian Catholic College

At Marian Catholic College we value diversity and place great emphasis on the provision of an appropriate education for all students. This means that the individual needs of students are catered for. We believe that students should remain, as far as possible, within the classroom with appropriate adjustments being made. Teacher assistants also support teachers in catering for individual differences within the class. The Inclusive Education team works closely with the **Year Co-ordinators** and KLA leaders to ensure that academic, social and emotional needs of students are met.

Procedures

Transition to Secondary school.

During the enrolment process students who may require individual support are identified by the office staff. Names and details are passed on to the Learning Support Coordinator. In accordance with the [CEDWW policy for enrolment of students with disabilities](#) and in consultation with the CSO Access and Equity Support officer and the Principal, ascertainment meetings are organised and conducted. At this meeting a transition plan is prepared and information for staff is gathered. Relevant data is collected and further investigation may be requested at this stage.

In term 4 transition visits, for those who may require extra support, are arranged. During these visits students are given school maps, classroom norms and sample timetables. They tour the school photographing key people and places to add to their transition folder. Further information regarding student needs is collected through visits to feeder schools. A profile is prepared to be given to teachers at the start of the school year.

Identification and Referral.

During the first few weeks of Year Seven all students undergo testing in classes. The tests are:

- Pat maths
- Pat Reading Comprehension
- Pat Vocabulary
- AGAT
- SA spelling test.

The results of these tests identify students who require further testing and provide information to be added to profiles.

Further testing conducted at the school can be:

- CELF 4 screener
- K-bit
- ABAS
- Yarc
- Neale



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If these tests indicate that further testing is required then CSO, psychologists and/or speech pathologists are contacted. All data gathered informs profiles, adjustments and ILPs. Students who arrive at a later time are tested at need and follow the same procedure. Referrals for investigation can be initiated by teachers, parent, medical personal, therapists or students. Retesting occurs regularly where results are likely to change. **In**

Individual Learning Plans (ILPs)

Students with defined disabilities have an Individual Learning plan which is reviewed regularly. Stakeholders, including parents, students, house leaders and other relevant professionals gather as soon as possible after enrolment to design a plan outlining adjustments and effective teaching strategies. This plan is formally reviewed by the stakeholders each November, and at need, referring to information gathered by teachers. The plan is distributed to all relevant teachers.

Adjustments

Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content. However, they may require additional support and/or adjustments to teaching and learning activities and/or assessment. (BOS)

Teaching staff are required to make adjustments as outlined in profiles and ILPs. Adjusted assessment tasks are created alongside the class task in consultation with the KLA Leader and the Learning Support Coordinator. These are filed in the department files. A record students receiving adjustments is kept.

The current emphasis on personalising and adjusting the curriculum to enhance student engagement and improve student learning and achievement means that all tasks should have a point of access to all students through the use of scaffolds and assessment criteria.

Strategies available to classroom teachers consist of allowable adjustments which are appropriate for the learner and their situation. Some suggested strategies are listed below.

Assignment and Assessment Modification Strategies

- Make adjustments to classroom activities
- Use the assistance of the Teacher Aide
- Provide ongoing feedback or coaching
- Allow recorders, word processors, calculators, tables, charts
- Allow oral responses
- Divide tasks into smaller segments
- Provide clear scaffolding
- Use assistive technology
- Use alternatives for written assignments
- Increase or decrease the amount of practise
- Provide extra time to complete assignments or tests
- Use special provisions (eg readers/writers)
- Limit or provide different options
- Supply clues, word banks etc
- Demonstrate processes



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- Allow peer instruction/assistance
- Reduce the number of sources required
- Provide sources

Strategies for program modification to suit individual needs

Program 'differentiation' allows students with diverse educational needs to participate in the mainstream program. Listed below are strategies as outlined by Westwood (2000) which teachers can use to 'personalise' the lesson approach.

- Expect different quality of work from different students but work towards an increase in quality and time spent on tasks
- When questioning a group, the difficulty of the questions should match the ability of the individual asked
- When providing additional work to students, match the level of work to the student
- Have thorough knowledge of each student in the class
- Draw on the interests and abilities of certain students
- Delegate responsibilities within the group
- Modify short term goals to help ensure progress
- Wait longer for responses from certain students
- Revise topics more frequently for certain students
- Provide more (or less) direct assistance
- Encourage peer assistance
- Select reading materials and other resources of varying levels of complexity
- Provide a wide range of activities on a theme
- Vary tasks, some team tasks others, individual
- Present tasks in easy steps for some students
- Simplify language according to ability
- Pre-teach new vocabulary
- Reduce unnecessary detail
- Use cues or prompts where responses are required
- Provide clear instructions and diagrams

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Planning Support

The Learning Support Coordinator supports staff in planning adjustments and providing equipment and resources required. Professional Development is also provided and sourced.

In class Support

Teacher assistants and the Learning Support Coordinator provide teachers with support in class in order to assist with meeting the needs of students. The role of the support personal is to assist in helping the student to meet outcomes whilst maintaining dignity and promoting independent learning. The teacher is always seen as the prime educator with the assistant providing support.



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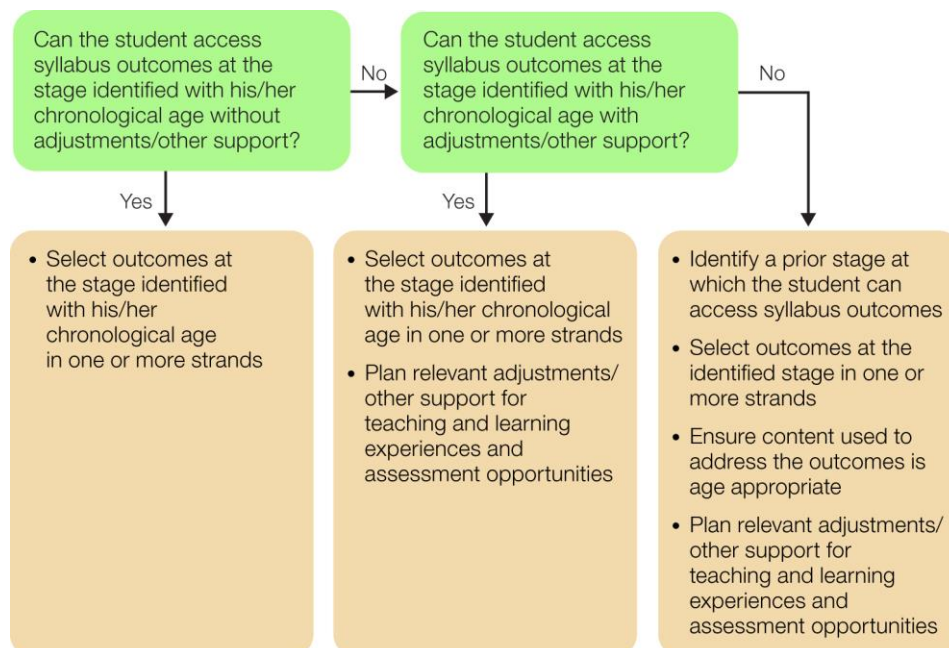
Special Programs

The following programs are provided for students who have been identified as needing support beyond the regular classroom:

- Gifted and Talented enrichment projects.
- Quicksmart Numeracy
- Quicksmart Literacy
- Social Skills (at need)
- Living skills (at need)
- Transition to Work programs

Collaborative Curriculum Planning

In accordance with Board of Studies guidelines, when students are unable to access the syllabus outcomes and assessment with support, Marian Catholic College undergoes the process of collaborative curriculum planning in order to provide all students with either access to the Life Skills option or access to outcomes at a prior stage which can be accessed. The process of collaborative curriculum planning involves a meeting where the input of the parents of the student, the Learning Support Coordinator and the Assistant Principal – Learning and Teaching. Collaborative curriculum planning will only be undertaken in accordance with the diagram below.



(<http://syllabus.bos.nsw.edu.au/collaborative-planning/>, viewed 9 October, 2014)

Through the process of collaborative curriculum planning, it may be determined that it would be in the student's best interests to enrol in the Life Skills Options. Life Skills outcomes and content are for the small percentage of students with special education needs, particularly those with an intellectual disability, who cannot access the regular outcomes and content, even with adjustments to teaching, learning and assessment. The



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assessment of Life Skills outcomes can be made through a variety of assessment for, as and of learning activities that address with the selected outcomes.

Life Skills

Life Skills courses are usually delivered within the classroom as outcomes based courses. Some specific skills and courses may need to be delivered outside of the classroom in a small group or individual setting. Records are kept in Life Skills booklets and dedicated reports are written based on the Life Skills outcomes. Suitable materials are given to teachers as required.

Disability Provisions

Special examination provisions provide students who have special needs with practical support in exams. Students' special needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: Braille or large print papers, use of a writer/ reader, use of interpreter, extension of time, rest breaks, separate examination supervision and permission to take medication.

Provisions are provided as required in school based tests and exams and applications are made to the Board of Studies for HSC provisions.

Post School transition

Students and families are supported in seeking and planning for post school options. This is conducted in collaboration with the Careers Advisor and outside agencies such as TAFE and Post School Options.

Funding

Student Eligibility for Students with Disability Funding (SWD)

- The student must have an intellectual, sensory, physical, social/emotional, communication or multiple disabilities.
- The student must have been formally assessed. These assessments must have been done by the relevant personal.
- The degree of disability must be sufficient to satisfy the criteria for enrolment in government special education programs in this State.
- The Student must be receiving a special education service or program in respect of the disability
- The SWD Funding is targeted towards students with the greatest needs for special educational assistance, who, without this assistance would not be able to attend a regular school.

Applications for funding are made to the CSO in accordance with guidelines in the SWD [Bridging](#) and [Access](#) Explanations and Applications Forms.



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The special assistance may take the form of:

- A specially designed curriculum
- Therapy from Psychologists or Counsellors
- In class support from a Learning Support Assistant
- Withdrawal from other special activities in addition to regular classes, for the purpose of disability related therapy, e.g. Speech Lessons, Occupational Therapy etc.
- Significant adjustments to the classroom environment
- Special Classes

Bridging Funding

New students to the Diocese, or those that become eligible after a funding round, or those whose needs increase and who meet the criteria in this category of funding **may** be eligible to apply for Bridging Funding.

Where students meet a level 3 or 4 category of needs, schools may apply for bridging funding to top up the SWD funding allocation.

Capital Funding

Capital funding can be applied for in order to help an SWD student access the curriculum. This is only applicable for purchases/alterations over \$200 in value. Supporting documentation is required

Nationally Consistent Collection of Data

Marian Catholic College records information about all students with special education needs on the Nationally Consistent Collection of Data website.