



## INCLUSIVE EDUCATION POLICY

*This policy is in line with the DET Inclusive Education Guidelines and Student with a Disability Policy.  
It is guided by the MWSC School Strategic Plan 2018-2022 goal 1 ~  
"To maximise the Learning Growth of Every Student".*

### PURPOSE

Mount Waverley Secondary College (MWSC) and the Department of Education and Training Victoria is committed to embedding inclusive education in all classrooms for students who require additional support. Irrespective of their learning needs, physical or mental disabilities or their social or economic status, all students should have access to high quality education.

MWSC celebrates diversity, and is committed to supporting the achievement and participation of all students. Education for all acknowledges that some children and young people have intersecting identities or additional needs. These identities may relate to:

- having a disability or additional learning needs
- gender identity
- sexual orientation
- being an Aboriginal or Torres Strait Islander person
- cultural identity
- speaking a language other than English
- social factors
- economic factors
- experience of abuse, neglect or family violence.

The purpose of this policy is to support the inclusion of students with disabilities and additional needs to access the standard documented curriculum. Inclusive education means that all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.

#### **Legislation underpinning Policy:**

- a) Equal Opportunity Act 2010 (Vic)
- b) Disability Discrimination Act 1992 (Cth)
- c) Disability Standards for Education 2005 (Cth) (the Standards).

The Disability Discrimination Act 1992 (DDA). The DDA seeks to eliminate, as far as possible, discrimination against people with disability in a range of areas, including education. It makes it illegal to discriminate against a person on the grounds of disability.

The Disability Standards for Education clarify and elaborate the legal obligations of education providers towards students with disability under the DDA. The Standards set out how education is to be made accessible to students with disability through the provision of reasonable adjustments so that they can access and participate in education on the same basis as their peers.



The Standards recognise that not all students with disability are alike. Students with disability have specific needs, including the type and level of support they need in order to access and participate in all aspects of education on the same basis as students without disability.

The Standards cover the following areas:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- elimination of harassment and victimisation

### **The Victorian SHARE Principles for Inclusive Education**

The Victorian Department of Education has developed the SHARE principles that are to be implemented in all Victorian schools and provide guidance for all members of the school community on the main features of inclusive education.

#### **S: Student-centred**

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

#### **H: Human rights focused**

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

#### **A: Acknowledges strengths**

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

#### **R: Respects legal obligations**

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

#### **E: Evidence-based**

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

### **Identifying students who may require additional support with learning**



Subject teachers are to refer those students who they identify as needing additional support with their learning by completing an Educational Needs Evaluation referral to the Integration and Individual Needs Coordinator via Compass.

An Educational Needs evaluation will be carried out by the Individual Needs Coordinator and recommendations made to help support the student access the curriculum. (*See Curriculum Needs assessment guidelines and flowchart.*)

In addition, students who have been absent from school for a significant period of time (due to medical, physical and/or mental health needs) and as a result are not able to access the curriculum may require a level of adjustment. These students with a parent or guardian are to attend a Return to School meeting which will result in developing a Return to School Plan. The Return to School Plan may involve reasonable adjustments such as an agreement the student is not required to complete outstanding tasks or may be excused from an assessment (Year 7-10). (See Health Care Needs Policy)

### **Levels of Educational Support for students**

#### **Reasonable adjustments to curriculum and assessment**

Under both State and Commonwealth laws schools must make 'reasonable adjustments' to accommodate students with additional needs including disabilities. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

Students identified with a learning disability may require reasonable adjustment. To access the curriculum including assessment, identified students will require additional support through active monitoring and adjustments to formative and summative assessment. Strategies may include:

- Providing additional time
- Breaking down information (chunking)
- Active monitoring and supervision
- Enabling access to learning through usual school processes (eg through a differentiated approach to teaching and learning) and existing facilities (eg existing modifications to buildings and learning environments)

When planning an adjustment for a student, a consultation process must take place with the parent/guardian/carer(s) and the student.

### **B. Modified Curriculum**

Teachers are to be guided by the recommendations outlined in Educational Evaluation Report to modify curriculum and assessment to suit the needs of the student. Students who require a modified tasks and assessment are not required to meet the same criteria as their peers. The goals, criteria and assessment are personalised and specific to the student. For some students the content of the assessments may remain but the way in which the students understanding is demonstrated. Alternatively some students may require alternative curriculum, where the student is required to complete an alternative or different task to the rest of the class. Wherever possible, a modified curriculum is to be informed by the Victorian Curriculum.



Mount Waverley Secondary College acknowledges that 'the parent/guardian/carer involvement is central to achieving student success'. Involving the family in curriculum planning is an approach that recognises the student as a functioning member of the broader community. Acknowledging and involving the student's family can establish positive relationship, promote communication and establish ways to support the student at home.

### **Students with Disabilities- PSD funded students**

Students who already qualify for the DET Program for Students with Disabilities will automatically be eligible for modified assessment. This will be discussed with parents at the regular Student Support Group Meetings and with the Integration/ Learning Needs Coordinator.

### **Promotion/VCE:**

Modification is not intended to provide an 'easy' alternative for students. The modified tasks do not equate (in terms of value) to the value given to mainstream assessment. End of Semester Reports and feedback on tasks/CATs will acknowledge that the work completed has been modified.

VCE choices or access to a VCE program may be limited as modification is not a recognised process in achieving the senior Victorian Certificate of Education.

In a few circumstances an application for Special Provision at VCE can be made to the Victorian Curriculum Assessment Authority (VCAA). More information and applying for VCE special provision is managed by the Head of Senior School or the Senior Subschool Leader. More information can be located at: <http://www.vcaa.vic.edu.au/vce/exams/specialprovision/specialprovision.html>

## **REVIEW CYCLE**

This policy was last updated June 2018 and is scheduled for review in June 2021.