



# ST URSULA'S

COLLEGE | YEPPOON

## INCLUSIVE EDUCATION POLICY

Date	Reviewed By	Approved	Version
03/08/2022	CLT: <ul style="list-style-type: none"><li>• D Pascoe</li><li>• B Connolly</li><li>• B Flanders</li><li>• P Tomkins</li><li>• D Ryan</li></ul>	Name: D Ryan Signed: _____ Title: Principal	1.0
<b>Next Review to be Completed by: August 2024</b>			

*We acknowledge the traditional custodians of these lands and waterways, the Darumbal people. We pay respect to Elders' past, present and emerging. May we walk gently on this land.*

CHANGES TO THIS POLICY	
DATE OF CHANGE	REASON

## 1. POLICY STATEMENT

The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living.

“An inclusive Church (community) begins by listening and with humility, with self-examination and conversion. A Christ-centred Church is inclusive of persons rather than of ideologies. Inclusion entails more than solidarity and accompaniment, which are grounded in creation and basic humanity. Inclusion recognises that every person is a doorway into the mystery that is the Body of Christ. A well-meaning effort to be inclusive of one group should not result in the exclusion of another person or group” (Plenary Council, 2020). Inclusion involves a process of systematic reform embodying changes and modification in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences (United Nations, 2016).

Every student has the right to access and participate fully in the programs offered by the College. The College promotes inclusive practices as part of everyday education within a range of experiences and personal characteristics including differences in culture, race, ethnicity, disability, gender identity and sexual orientation to ensure all students are treated with dignity and respect within a supportive Catholic community.

The College offers a broad, balanced, and flexible curriculum that caters for each individual, and is designed to produce positive outcomes, whilst focussing on developing optimistic, confident, caring life-long learners, with a passion for life, a love of learning, and a desire to reach their full potential.

This policy is to ensure students, staff, and parents with a disability, or students who have an associate with a disability are free from unlawful discrimination, harassment and victimisation on the basis of that disability.

## 2. KEY PRINCIPLES

St Ursula’s College aspires to actively live out the Gospel values and the College values of *Faith, Respect, Hospitality, Compassion, Simplicity and Excellence*. In living out these values, our College community commits to fostering an inclusive educational environment for all members of our community to grow and flourish.

The Convention on the Rights of Persons with Disabilities (General Comment No. 4) recognises inclusion as the key to achieving the right to education. Sustainable

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Development Goal (SDG) 4 also affirms inclusive quality and equitable education. Inclusive education is central to achieving high quality education for all learners, including those with disabilities, and for the development of inclusive, peaceful, and fair societies (United Nations, 2016).

The core features of inclusive education are:

- **Whole systems approach:** Education ministries must ensure that all resources are invested towards advancing inclusive education, and working towards any necessary changes in culture, policy and practices.
- **Whole education environment:** That leadership is committed to embedding a culture to achieve inclusive education.
- **Whole person approach:** Recognition is given to the capacity of every person to learn, and that high expectations are established for all learners.
- **Supported teachers:** All teachers and other staff receive professional development and training giving them the core values and competencies to facilitate an inclusive learning environment, which includes teachers with a disability.
- **Respect and value for diversity:** All members of the learning community are welcomed equally, with respect for diversity according to, inter alia, their disability, race, colour, gender, language, linguistic culture, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age, or other status. All students must feel valued, respected, included and listened to.
- **Learning friendly environment:** Inclusive education environments must create an accessible environment where everyone feels safe, supported, stimulated and able to express themselves in building a positive school community.
- **Effective transitions:** Learners with a disability receive the support to ensure an effective transition from learning at school to tertiary, vocational or work pathways.
- **Recognition of partnerships:** All stakeholders of the school community are encouraged to increase their understanding and knowledge of inclusive education.
- **Monitoring:** As a continuing process, inclusive education must be monitored and evaluated on a regular basis to ensure that exclusion, segregation or integration is not happening either informally or formally. (United Nations, 2016, CRPD GC4).

The *Disability Standards for Education (2005)* (DSE) outlines our responsibility as a school to ensure that students with disability can access and participate in education on the same basis as other students. The Standards reinforce those students with disability have the same rights as other students. The Standards are based on the position that all students, including students with a disability, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment that values and encourages participation by all students (DSE, 2005, Parts 4 to 8).

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The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students. On the same basis means that a student with disability must have the same opportunities and choices which are comparable with those offered to students without disability. This applies to:

- Admissions or enrolment
- Participation in courses or programs
- Use of facilities and services.

Under the Standards, educational providers have three main obligations:

- Consult
- Make reasonable adjustment
- Eliminate harassment and victimisation.

## Consultation and Collaboration

Consultation is a requirement under the [Disability Standards for Education 2005](#); education providers must consult the student, and/or an associate of the student, to identify reasonable adjustments. ACARA recognises the importance of consultation so that the three dimensions of the Australian Curriculum are considered in meeting the needs of students.

Effective consultation and collaboration require:

- collaboration among the student, family members or carers, and people who have significant knowledge and understanding of the student
- high expectations of learners
- regular and 'point of need' communication
- ongoing collaboration throughout a student's school life.

As a College community, we are committed to working in partnership with students with disability and their families. We value regular consultation and collaboration in this partnership, so that we can best identify and review barriers as they arise and provide reasonable adjustments as required.

## Reasonable Adjustments

According to the [Disability Standards for Education 2005](#), a reasonable adjustment is a measure, or group of measures, implemented to assist a student with a disability to access and participate in learning on the same basis as their same aged peers. Reasonable adjustments should be regularly evaluated and reviewed to meet the changing requirements of students.

When making adjustments using the three dimensions of the Australian Curriculum, teachers should also consider:

- the nature of the student's disability
- the views of the student

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- the effect the adjustment will have on the student’s participation, progress, and independence
- the effect the adjustment will have on others.

The College is committed to identifying and eliminating the barriers which prevent students from accessing and participating in the class and wider school environment.

## Eliminating discrimination

The Standards require that education providers develop and implement strategies to prevent harassment and victimisation of people with disability. Harassment in this case means an action taken in relation to people with a disability that is reasonably likely to humiliate, offend, intimidate, or distress the individual. Harassment and victimisation is unlawful and all steps will be taken to prevent this from happening.

## 3. REPORTING

The College will ensure alignment with State and Federal reporting requirements.

The Department of Education Queensland has documented a process for determining the funding eligibility and reporting requirements for students with disability. The Education Adjustment Program (EAP) provides a detailed basis for verifying and validating students with disability. An application for verification through the EAP process is completed for eligible students. This is undertaken when students either become eligible, transfer to the College, or their existing verification status requires review by Religious Institute / PJP (RI/PJP) Schools through the Queensland Catholic Education Commission (QCEC).

Personalised Learning Plans (PLPs) are developed in consultation and collaboration with students and their parents on an annual basis. These documents are reviewed more frequently if through ongoing monitoring and review, the student’s learning requirements have altered. The review process relies on feedback from students, parents, teaching, and/or counselling staff, along with inclusive education staff. The PLPs are signed by each stakeholder and kept in the student’s file. PLPs are made available to each stakeholder.

The Federal government funding model for students with disability is based on the collection of data in the annual census figures. Currently, these students have an existing disability or an imputed disability that requires adjustments of a significant nature within a classroom setting. The associated program is Nationally Consistent Collection of Data (NCCD) for students with a disability. These students require adjustments to the curriculum, or the delivery of the curriculum, to achieve their full potential. Many of these students have Support Plans that are updated annually and sent out to stakeholders.

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These guidelines are used by funding authorities in relation to allocation of government funds around special needs, and therefore impact upon the independent school sector.

The Queensland Curriculum and Assessment Authority (QCAA) states under Special Consideration:

*'Exemption and Special Arrangements for Assessment, provides general information in relation to the types of special consideration and/or special arrangements which can be utilised for students with special needs.'*

The College is aware of, and supports the considerations outlined by QCCA and application of AARAs

## 4. EXTERNAL REFERENCE DOCUMENTS

- [Disability Discrimination Act 1992 Cth](#)
- [Anti-Discrimination Act 1991](#)
- [Australian Human Rights Commission Act 1986](#)
- [Disability Standards for Education 2005](#)
- [Meeting the Needs of Students with A Disability](#)
- [Australian Education Act 2013](#)
- [NCCD on Students with Disability 2019 Guidelines](#)
- [Convention on the Rights of Persons with a Disability \(GC 4, 2016\)](#)

## 5. INTERNAL REFERENCE DOCUMENTS

- [Bullying Prevention & Intervention Policy](#)
- [Child Protection Policy](#)
- [Student Code of Conduct](#)
- [Community Code of Conduct](#)
- [Staff Code of Conduct](#)
- [Staff Mental Health & Wellbeing Policy](#)
- [Student Mental Health & Wellbeing Policy](#)
- [Complaints Handling Policy V1.0.pdf](#)
- [Privacy Policy](#)
- [Staff Grievance Policy V5.0.pdf](#)
- [Conditions of Student Enrolment Policy](#)

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