



F A I T H

Faith Lutheran College, Redlands

Faith in Christ ... prepared for life.

Inclusive Education Policy

Approved version 2017

Table of Contents

| | |
|---|-----------|
| PURPOSE OF THE POLICY | 3 |
| LUTHERAN EDUCATION ETHOS | 3 |
| SCOPE AND RATIONALE | 4 |
| VISION | 4 |
| STATEMENT ON DISABILITY LEGISLATIVE FRAMEWORK | 5 |
| GUIDING PRINCIPLES | 6 |
| PROCEDURES TO SUPPORT THE IMPLEMENTATION OF THE INCLUSIVE EDUCATION POLICY | 9 |
| APPENDIX 1: ENROLMENT PROCEDURES FOR STUDENTS WITH A DISABILITY | 11 |
| APPENDIX 2: ROLES AND RESPONSIBILITIES WITH REGARD TO PERSONAL EQUIPMENT | 12 |
| APPENDIX 3: INCLUSIVE EDUCATION PROCESS | 13 |
| APPENDIX 4: GLOSSARY | 14 |

| | | |
|-----------------------|---|---|
| Policy: | Inclusive Education Policy | |
| Authorised by: | College Council | Date of Authorisation: 29 th March, 2017 |
| Responsibility | Principal | |
| References: | <ul style="list-style-type: none"> • Disability Discrimination Act 1992 (Cth) • Disability Standards for Education 2005 (Cth), including Guidance Notes • Australian Professional Standards for Teachers • Anti-Discrimination Act 1991 (Qld) • Australian Human Rights Commission Act 1986 (Cth) • Australian Education Act 2013 (Cth) • Privacy Act 1988 (Cth) • Disability Services Act 2006 (Qld) • FLCR Anti-Discrimination Policy • FLCR Enrolment Policy • FLCR Safe Community Policy • FLCR Child Protection Policy • FLCR Code of Conduct – Student • FLCR Grievance Policy and Procedure • FLCR Privacy Policy | |
| Review Cycle: | Review every 2 years | Next Review Date March 2021 |

Purpose of the Policy

The purpose of this policy is to ensure Faith Lutheran College, Redlands, meets the educational needs of students with disabilities, learning difficulties, students who identify as Aboriginal or Torres Strait Islander, and students with English as an additional language or dialect, in a manner that complies with relevant anti-discrimination legislation and reflects the relevant professional standards for teachers.

Lutheran Education Ethos

As is central to our mission and ministry, Faith Lutheran College, Redlands seeks to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive world view. All students are encouraged and supported to develop their God-given talents so that, in turn they may shape and enrich their world (A Vision for Learners and Learning in Lutheran Schools (LEA, 2005). Our understanding of the identity of each person before God motivates us to create worthwhile learning contexts for all students. An holistic, positive approach is applied to learning and there is a learner-centred focus that moves beyond clinical labels. We seek to create a community where individuals have a clear sense of personal identity and integrity. They are encouraged to display resilience, inner peace and respect for themselves and for others.

Scope and Rationale

The Mission Statement of Faith Lutheran College, Redlands defines the ethos of the College. Everything that occurs is informed by the Mission Statement and this ethos, which is in accordance with the stated aims of the Lutheran Church of Australia. Lutheran Schools are concerned with the whole person: physical, emotional, social, spiritual and intellectual.

The Mission Statement of Faith Lutheran College, Redlands states: Faith Lutheran College is committed to providing quality learning opportunities while nurturing the development of all students in a Christ-centred community.

Being God-centred and acknowledging each individual as a child of God is the basis from which the quality of relationships and the care for individuals flow. It reflects the concern the College has that each individual belongs to the College community and has the fullest possible opportunity for spiritual, personal, social, physical and academic growth.

Inclusive Education at Faith Lutheran College, Redlands is defined as the provision of extra assistance, adjusted programs or learning environments, special equipment or materials to support students in accessing the curriculum in all educational settings.

Inclusive Education includes students with disabilities, students with learning difficulties, students in whom medical conditions impact on short-term or long-term learning, students who are gifted and talented, students of indigenous background, and students with English as an additional language or dialect (EAL/D).

Vision

Faith Lutheran College, Redlands values the diversity brought by all students, including those with diverse learning needs.

Faith Lutheran College, Redlands aims to achieve a successful inclusive education system that provides learning opportunities of equal quality for all students. This policy is consistent with National Educational Goals and shaped to ensure that all students have fair access to a quality education environment to enable them to learn successfully and participate in society.

Faith Lutheran College, Redlands will encourage the participation of students with diverse learning needs in order to maximise their potential. The key objectives of Inclusive Education at Faith Lutheran College, Redlands are to:

- Improve educational opportunities and outcomes for all students with diverse learning needs across all sectors of the school.
- Individually consider each student's needs and endeavour to meet the full range of all students' needs across all sectors.
- Ensure there is a clear, consistent and predictable resourcing framework for Inclusive Education.
- Provide equitable resourcing for those with diverse individual needs irrespective of the school setting.

Statement on Disability Legislative Framework

The Commonwealth Disability Discrimination Act 1992 (DDA) makes discrimination against people on the grounds of disability unlawful in a wide range of areas of public life, including education¹.

In addition, schools must comply with the Disability Standards for Education, which took effect on 17 March, 2005. The objects of these Standards are:

- to eliminate, as far as possible, discrimination against persons on the ground of disability in the area of education and training; and
- to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community; and
- to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

To comply, an education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

A provider is also required to comply in relation to its obligation to put in place strategies and programs to prevent harassment and victimisation. That is, it must ensure that staff and students know not to harass or victimise students with disability, or students who have associates with a disability, and must take reasonable steps to ensure that staff and students know what to do if harassment or victimisation occurs.

Consistent with the DDA, an education provider does not have to comply with a requirement of the Standards to the extent that compliance would cause 'unjustifiable hardship'. The provider may consider all costs and benefits, both direct and indirect, that are likely to result for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, the provision of special resources or modification of the curriculum

¹ (1) It is unlawful for an educational authority to discriminate against a person on the ground of the person's disability:
(a) by refusing or failing to accept the person's application for admission as a student; or
(b) in the terms or conditions on which it is prepared to admit the person as a student.

(2) It is unlawful for an educational authority to discriminate against a student on the ground of the student's disability:
(a) by denying the student access, or limiting the student's access, to any benefit provided by the educational authority; or
(b) by expelling the student; or
(c) by subjecting the student to any other detriment.

(2A) It is unlawful for an education provider to discriminate against a person on the ground of the person's disability:
(a) by developing curricula or training courses having a content that will either exclude the person from participation, or subject the person to any other detriment; or
(b) by accrediting curricula or training courses having such a content.

(3) This section does not render it unlawful to discriminate against a person on the ground of the person's disability in respect of admission to an educational institution established wholly or primarily for students who have a particular disability where the person does not have that particular disability.

- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers, and
- benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider as a result of the student's participation.

In assessing whether an adjustment to the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

There is no requirement to make **unreasonable** adjustments. The concept of unreasonable adjustment is different from the concept of unjustifiable hardship on the provider. In determining whether an adjustment is reasonable the school may consider any effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students, and the costs and benefits of making the adjustment. The specific concept of unjustifiable hardship is not considered. It is only when it has been determined that the adjustment is reasonable that it is necessary to go on and consider, if relevant, whether this would nonetheless impose the specific concept of unjustifiable hardship on the provider.

Guiding Principles

1. Students with diverse learning needs have the same rights to a high quality education as their peers who do not have such needs.

At Faith Lutheran College, Redlands:

- Students with diverse learning needs have access to the same range of age appropriate educational settings and opportunities as their peers.
- There is recognition of the legal right of students with diverse learning needs to enrol and attend school on the same basis as other students.
- There is provision of a supportive climate, which meets the educational needs of all students.
- All students are valued as individuals.
- Educators have the skills and confidence to assist students who have a broad range of needs and abilities.
- Education of the highest quality is provided to all students enrolled.
- The rights of students with diverse learning needs, and their families, to confidentiality and other protections afforded by the Privacy Act 1988, Privacy Amendment (enhancing privacy protection) Act 2012, are respected.

2. The primary focus of Inclusive Education is to meet the individual learning and developmental needs of the student.

At Faith Lutheran College, Redlands:

- Services are available to ensure the earliest possible identification of and support for students with learning difficulties.
- The Education Adjustment Program (EAP) and the Individual Education Plan (IEP) which occur within the context of family collaboration and the educational setting, form the basis of adjustments for students with diverse learning needs.
- Training is provided through Professional Learning opportunities for teachers and teacher aides to ensure they meet the educational needs of all their students.

- External specialist support and advisory services that are available locally within the region, and on the State and/or National level to individuals, are identified for families and schools in relation to students with diverse learning needs.
- All students are supported to encourage them to achieve their full potential.
- Programs are adjusted so that students with diverse learning needs are included.
- The curriculum is inclusive of the educational needs, experiences, interests and values of all students.

3. *Students with identified diverse learning needs have access to a fair share of the available education resources.*

At Faith Lutheran College, Redlands:

- The College distributes education resources fairly to meet identified diverse learning needs within the school sector in which the student participates.
- Decisions regarding individual resource needs are based on valid, fair and culturally appropriate assessment practices.
- Any Inclusive Education resources are retained primarily for educational support purposes, but may be used for general learning.
- Regular reviews of educational resources are undertaken to ensure that resource needs and resource allocation are well matched.
- Staff are aware of the availability of internal and external resources and support services, which are used when required.

4. *Partnerships between students' families and education providers are essential in overcoming barriers to learning.*

At Faith Lutheran College, Redlands:

- Information about the barriers to learning and the provision of resources are shared between families and the education provider, Faith Lutheran College, Redlands.
- Information will be provided to families to enable them to make sound educational choices and to participate in the enrolment, assessment, planning, adjustment and monitoring of their child's progress.
- Families share in the responsibility for ensuring the maximum benefit from the resources provided.
- Educational adjustment and other decisions can be reviewed upon request of either the family or the education provider, Faith Lutheran College, Redlands.
- Families may choose to be supported by an advocate in assessment, planning, adjustment, review and appeal processes.

5. *All Inclusive Education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the student.*

At Faith Lutheran College, Redlands:

- The Leadership Team and Learning Support/Enrichment Teachers are accountable for the efficient and effective use of resources for Inclusive Education needs.
- Staff across the College coordinate their services with the various providers of support services, including specialist therapists and agencies.
- Services for Inclusive Education are coordinated with other relevant services e.g. ISQ, health and welfare agencies.
- Wherever possible, decisions are made collaboratively by those closest to the student.

6. *A student's language and culture comprise a vital context for learning and development and are taken into consideration in planning all learning experiences.*

At Faith Lutheran College, Redlands

- The diverse learning needs of students from different ethnic groups are met in culturally appropriate ways. These include Indigenous students and students with English as an additional language or dialect (EAL/D)
- Educational needs of students are met in ways that reflect culture or identity.
- Educators are expected to develop skills and strategies to assist students who have a broad range of cultural needs and abilities.

Indigenous Education Statement

Source: Lutheran Education Australia

Principles

- Indigenous students need to feel safe in their learning environment and know themselves to be loved children of God.
- Faith Lutheran College, Redlands respects indigenous people as Indigenous custodians and acknowledges their contributions to Australia's heritage - past, present and future.
- An Indigenous Australian is a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the Indigenous community in which he/she lives.

Responsibilities

Faith Lutheran College, Redlands has initiated a structure of support for Indigenous education through the creation of broad, systemic strategic plans and the employment of system-based Indigenous education facilitators whose work across schools is funded by the Government. These initiatives have been crucial in ensuring the emphasis on Indigenous education is a systemic priority across the College.

FLCR will have highly visible celebrations of indigenous culture throughout their facilities and grounds and work towards integrating Indigenous perspectives across the curriculum as a matter of priority.

FLCR will continue to work with Lutheran systems in ensuring a strategic focus on Indigenous education, which includes:

- Addressing the discrepancy in achievement between Indigenous and Non-Indigenous students;
- Informing all students of Indigenous history;
- Promoting employment of Indigenous Australians in schools.

Students with English as an Additional Language or Dialect (EAL/D)

Source: [Independent Schools Queensland](#)

Students with EAL/D are:

- Australian citizens or permanent residents of Australia whose first language is not English and who need assistance to enable them to participate fully in the mainstream classroom. This includes students whose first language is an Aboriginal or Torres Strait Islander language or Creole. (Note: Aboriginal English is not accepted as a first language for this program.)
- Students with EAL/D with Australian Citizenship or eligible visa sub-class numbers (visa sub-class information can be found [here](#)).
- Eligibility for EAL/D General Support assistance does not extend to any student whose first language is English, whose English proficiency has been improved to a normal classroom participation level, or whose basic requirement is remedial English tuition.

7. Students with diverse learning needs have access to a seamless education from the time that their needs are identified, through to completion of secondary studies in preparation for tertiary education and/or workforce entry.

Admission and transition procedures enable students to move successfully from one education setting to another and/or to a workplace.

Procedures to support the implementation of the Inclusive Education Policy

Enrolment

At Faith Lutheran College, Redlands, the Enrolment Policy is inclusive of **all** students. The criteria for enrolment are set out in the Application for Enrolment form. Assistance in understanding enrolment policies and procedures is facilitated by the College Registrar.

It is important that we can meet the educational needs of each child. For this reason, all parents are required to accurately complete the 'Student Needs Profile' section of the enrolment form, thereby enabling the College to determine the likely resources required to meet each individual student's needs. Disclosure of disability on the form, and inclusion of any specialist reports, is encouraged.

If a child has previously identified special needs, parents/care-givers authorise permission in the 'Student Needs Profile' section of the Application for Enrolment allowing the College to collect information from the child's previous school.

Ongoing consultation between the parents/caregivers and College personnel continue during the enrolment process. Consultation during the enrolment process considers the impact of the disability for the student as well as the adjustments that need to be made for the student and whether these adjustments are reasonable within the context of the College.

As part of this process, information is gathered by the inclusion support teacher and may also be gathered from specialist personnel, such as advisory visiting teachers, who have information to assist in meeting the child's needs. Specialist personnel may also include the disability agencies and medical and allied health professionals. An advocate and/or interpreter may also be involved in the consultation process.

Records are kept of each consultation including details of adjustments needed to be put in place.

The collection, use and disclosure of information about a child is protected by the provisions of the College's Privacy Policy.

Identification

Through consultation and the collection of information, the type and level of adjustments required by the student are determined. Adjustments may be required in areas such as physical access, personal care, health care management, emergency procedures, communication, curriculum and specific teaching strategies.

Based on the information gathered, the Principal or delegated staff member will make a preliminary assessment and then promptly meet with the parents/care-givers to discuss the outcomes. This meeting may include:

- The student if appropriate
- Other special education advisers / agency representatives
- Therapists, counsellors, other professionals
- An advocate and/or interpreter

It is possible at this time that the enrolment will not proceed because parents form the view that the College cannot meet their child's needs, or the College can demonstrate that the enrolment will cause unjustifiable hardship, or that no reasonable adjustments can be made.

Education Program

On confirmation of enrolment, parents will receive an outline of the support the College can offer the student in order to access the curriculum successfully. The type and level of specialist educational support required by the student with disability will then be outlined in the student's Support Plan (SP)/Individual Education Plan (IEP) and/or Health Care Plan.

The SP/IEP will also include such matters as: impacts of the disability; health and safety information; aspirations and targeted learning outcomes; and adjustments required to enable learning and demonstration of learning on the same basis as other students. Resource requirements and additional staff support may be included. Other plans such as Manual Handling Plans, Individual Social/Emotional Plans and Individual Behaviour Management Plans may also be developed.

The SP/IEP will be reviewed at a designated period each year. At this time, consultation will occur between the parents/care-givers and the Principal or delegated representative in order to discuss the child's progress and inform planning. Following parental approval, and where subjects have been significantly modified to meet specific learning needs, adjustments made by teachers will be clearly indicated on the student's College report. Students will be assessed against appropriate, pre-determined standards.

Appendix 1: Enrolment Procedures for Students with a Disability

A. Student with a Disability (SWD) transferring from another school

Details of FLCR Inclusive Education Policy disclosed to the parents.

On application the parents should supply copies of the following documentation:

1. The EAP Verification Form (EAP 1 or 2) confirming a diagnosis in one of the disability categories.
2. Copies of any specialist reports (Speech and Language Pathologist, Psychologist, Paediatrician, Occupational Therapist, etc.).
3. Details of the nature of any previous support that the child has received.
4. The student's current IEP.
5. The most recent school report and NAPLAN results.

Parents need to consent to:

1. A consultation with a Learning Support Teacher and school visit if needed.
2. Parent Consent Form (EAP 1) to be signed.

Documentation from the previous school is to be forwarded to us as soon as possible on acceptance of enrolment.

B. Students with Learning Difficulties

Details of FLCR Inclusive Education Policy disclosed to the parents.

On application, the parents need to supply copies of the following documentation:

1. Copies of any specialist reports (Speech and Language Pathologist, Psychologist, Paediatrician, Occupational Therapist, etc.).
2. Details of the nature of any previous support that the child has received.
3. The most recent school report and NAPLAN results.

Parents need to consent to:

1. A consultation with a Learning Support Teacher; preliminary testing or school visit if needed.
2. Inclusion in Additional Literacy / Numeracy Program for further observation.

Documentation from previous school should be forwarded to us on acceptance of enrolment

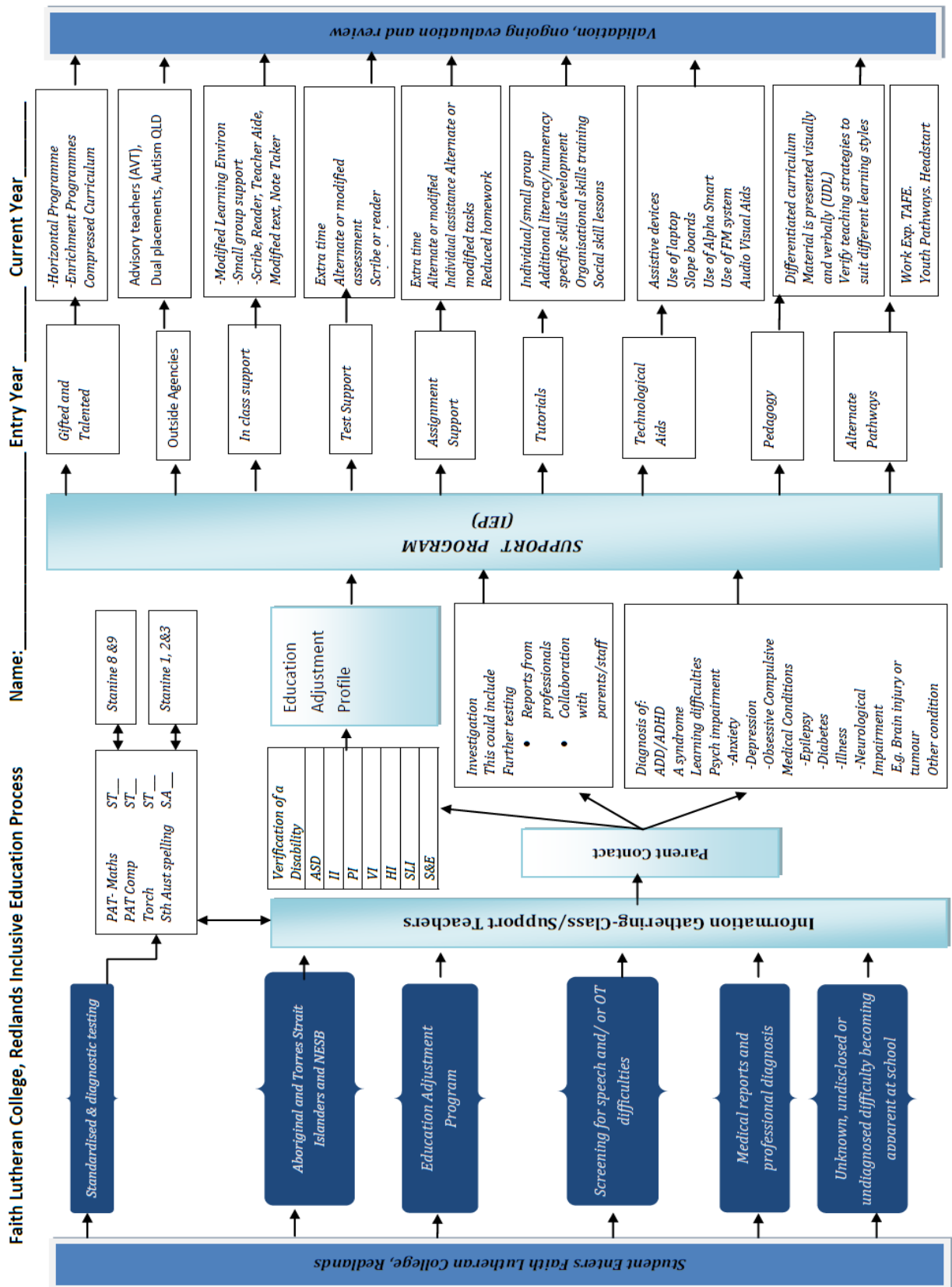
Appendix 2: Roles and Responsibilities with regard to Personal Equipment

The school takes responsibility for the maintenance, care and effective use of all equipment purchased by the school to support students with a disability in an inclusive environment. This includes, but is not limited to, wheel chairs, computer hard and software, MP3 players and Soundfield Amplification Systems (SAS).

It is expected that the parents take full responsibility for any personal equipment belonging to their child, which is required by that child to participate effectively within an inclusive environment. This includes the initial cost of that equipment as well as regular checks and maintenance of that equipment. Ideally this equipment should not be left at school but should be taken home at the end of each school day and returned to school in good working order at the start of each day.

The school takes responsibility for the care and effective use of the student's personal equipment to enhance the student's learning in an inclusive setting during the regular school day. The school is not responsible for the repair or replacement of this equipment should it fail to work or be damaged during regular use within school hours.

Appendix 3: Inclusive education process



Appendix 4: Glossary

Differentiated Instruction: Refers to teaching that takes into account the individual needs and differences of students. It ensures that the instruction is relevant, flexible, engaging and leads to successful achievement of learning goals. It strives to value and develop the diverse characteristics and abilities of students to promote learning. It involves a combination of modifications to the curriculum, teaching structures and teaching practices such as Universal Design for Learning (Van Kraayenoord, 2007; School and Classroom Practices in Inclusive Education in Australia).

Education Adjustment Program (EAP): This has gradually replaced the Ascertainment Process with its disability levels since 2005. It promotes an inclusive and accountable curriculum for students with disabilities and indicates the extent of resources needed for this to be realised successfully. It maintains the same disability categories: Physical Impairment, Visual Impairment, Hearing Impairment, Intellectual Impairment, Speech Language Impairment, Autism Spectrum Disorder and Social Emotional Disorder.

Education Adjustment Program (EAP) Verification: The student's diagnosis by a Specialist /Professional meets the criteria under one of the nominated disability categories. The student is identified as one who requires a significant number of adjustments in order to access the curriculum and participate successfully in the life of the school.

Education Adjustment Program (EAP) Profile: Records the type and frequency of adjustments made in order to support the student's access of the curriculum in an inclusive setting. The adjustments are recorded under the following six focus areas: Curriculum, Communication, Social Participation and Emotional Well-being, Health and Personal Care, Safety and Learning Environment / Access. This determines the level of resources required in order for the student to participate successfully in the school environment.

Education Adjustment Program (EAP) Validation: An audit that requires the school to produce documented evidence to support the type and frequency of adjustments as they are recorded in the students current EAP Profile. The school is given 15 working day notice to prepare the necessary documents and submit them to the relevant authority.

Inclusive Education: Inclusive education acknowledges the diversity of students currently attending Australian schools. It acknowledges the wide range of developmental, cultural and personal differences that exist in most student populations and the requirement for schools to ensure that the needs created by these differences, are met (Van Kraayenoord, 2007; School and Classroom Practices in Inclusive Education in Australia).

Individual Education Plan (IEP): A document recording the essential information of an individual student with a disability. It is a record of agreements and decisions made collaboratively by the stakeholders attending the IEP meeting. Teachers, Parents, Administration and Support Staff make up the core team. Students may be included in the IEP meeting or consulted about their participation in the life of the school. The IEP is updated every six months. The IEP includes a summary of the impact that the disability has on the student's learning and the adjustments that need to be made on a regular basis in order for the student to access the general curriculum. It also records any special considerations required for formal assessment. Two to four goals are selected each Semester that reflect the learning needs arising from the student's disability.

Learning Difficulties: These fall into two distinct categories:

1. Learning Problem: These are usually temporary in nature and are as a result of environmental or emotional factors. For example, learning difficulties may arise as a result of differences in curriculum experienced when students change schools; extended

absence because of illness; emotional factors because of trauma suffered after bereavement or divorce.

2. **Specific Learning Disability:** The presence of one or more specific cognitive deficits resulting in particular educational needs for the student. The student may experience difficulties in acquiring, retaining or applying information with definite discrepancies between their intellectual capacity and their actual academic achievement. They do not have generalised intellectual or physical impairments. Most estimates suggest from 5-10% of any school population has some type of learning disorder. (Dr Grant Martin, 1995; Help! My Child isn't Learning.)

Universal Design for Learning - is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customised and adjusted for individual needs.

Adopted 2017
Updated March 2019
Next Review 2021