



Learning Adjustment – Inclusive Education Policy

1 INTRODUCTION

Mary MacKillop Catholic Regional College (**MMCRC**) is committed to ensuring all learning environments provide inclusive education for students with disabilities and additional needs.

MMCRC guarantees the right to inclusive education at all levels without discrimination and based on equal opportunity. Australia's commitment to the inclusion of learners with disabilities is reflected in the *Disability Discrimination Act 1992* and in the establishment of the Disability Standards for Education 2005, which elucidate and elaborate on legal obligations for schools. MMCRC supports a commitment to inclusive pedagogy that embraces all learners regardless of their diverse needs.

2 PURPOSE

MMCRC aim is to create safe and inclusive school environments for students with disabilities and additional needs.

MMCRC commits to an inclusive education system. Our commitment means young people with disabilities and additional learning needs from all social, cultural, community and family backgrounds, of all identities and all abilities are able to:

- **attend** and are welcomed at the College
- **access and participate** in a high-quality education and fully engage in the curriculum along-side their similar-aged peers
- **learn** in a safe and supportive environment, free from bullying, discrimination or harassment
- **achieve** academically and socially with reasonable adjustments and supports tailored to meet their learning needs

MMCRC builds expert teacher practice and whole school approaches to providing excellence in education for every student, by providing clearer guidance and specialist support to better respond to the needs of students.

3 SCOPE

This Policy applies to all.

4 DEFINITIONS

Inclusive Education

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. The initiatives focus on developing the knowledge and skills of school staff and giving schools clearer guidance and specialist support to better respond to the needs of students with disabilities.

5 IMPLEMENTING GUIDELINES

An inclusive education system at the College enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life.

Inclusive education:

- ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- contributes to positive learning, engagement and wellbeing outcomes for students

MMCRC will design and enact a curriculum based on the following inclusive practises:

- that each human being is a unique creation made in God's image and therefore possessed of inherent dignity
- that education is about learning what it means to be human and that in Jesus Christ we have a model of what it means to be truly human
- that education enables an integration of faith and life
- learning narratives and consideration of learners unique needs and talents
- standards and the interpretation of formal curricula
- connectivity and making cross curriculum connections, embedding ICT learning and utilising transferable learning strategies
- pedagogical choices to honour students critical and creative thinking within the curriculum
- assessment this is relevant, timely and rigorous and aligned to the curriculum, and responsive to the evidence of student achievement and growth
- learning progression and consideration of the students entry point to enable them to progress learning at their pace and in response to their learning needs
- inclusivity and being respectful and responsive to the school community and the diversity of its learners by designing learning experiences that enable learners to experience a transformation and enter the world with a sense of hope, purpose and dignity
- learning partnerships through learning activities that enable students to be collaborative and socially connected with local, national and global communities

- accountable to learns to support them to achieve success

Enrolment of a student with additional learning needs and or a disability will be considered on the same basis as all enrolling students.

On acceptance of enrolment, a Program Support Group (**PSG**), consisting of appropriate personnel, including some or all of the following will be established: the Principal (or Principal's delegate), the student, the parents/care givers of the student, Learning Adjustment Leader, School Counsellor, relevant Wellbeing Leader, Diocese of Sale Catholic Education Ltd. (**DOSCEL**) Advisor, and where applicable, Primary School delegate.

The Program Support Group will:

- establish a program to meet the learning needs of the student enabling them to access a mainstream curriculum that is relevant to their physical, intellectual and social/emotional needs
- liaise with support services and agencies to gather information relevant to the specific needs of the student
- prepare documentation to obtain funding for the support of the student
- arrange for building modifications and/or resources to support the student's needs
- review the placement of the student in the college and investigate and support an alternate placement/dual enrolment required

6 REFERENCES

- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)

7 AUTHORITY, MONIOTORING AND REPORTING

The Chief Executive Officer, DOSCEL, is responsible for the management and general administration of DOSCEL Colleges. Based on the principle of subsidiarity and in keeping with the DOSCEL Delegation Register for Colleges, a broad range of duties, functions, powers and authority are delegated to the Principal. This includes the effective implementation of this policy.

The Principal is responsible for:

- ensuring compliance with the obligations outlined in this policy;
- assigning authority, responsibility and accountability at appropriate levels within the College for policy implementation and compliance;
- providing delegated College staff with the direction, support and resources necessary to fulfil policy requirements;
- ensuring cyclic reviews of the policy;
- reporting and escalating concerns, issues and policy breaches to the Chief Executive Officer, DOSCEL, and working collaboratively with the Chief Executive Officer, DOSCEL, to resolve them.

8 REVIEW

This Policy has been reviewed by the Learning Adjustment Leader and Deputy Principal – Learning and Teaching and ratified by the Principal.

Implementation Date: September 2023

Reviewed:

Next Review Date: March 2025