



Wonga Park Primary School Policy Manual	600 CURRICULUM GENERAL 604 Working with Students with a Disability Policy	Page: 1 of 2 Issue: 1.0 Date: Oct 2018
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RATIONALE

The Department is committed to embedding inclusive education in all school environments for students with disabilities and additional needs. All Victorians, irrespective of the school they attend, where they live or their social or economic status, should have access to high quality education.

For information and resources on **Education for all**, the Department's vision for inclusive education, see: [Inclusive Education for Students with Disabilities](#)

PURPOSE

To support the inclusion of students with disabilities and additional needs in government schools.

Inclusive education

An inclusive education system 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.

Victorian SHARE Principles for Inclusive Education

The following principles 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..

Legal obligations

Schools have legal obligations that include the provision of educational opportunities, duty of care, occupational health and safety, upholding of human rights, and the prevention of discrimination, see: [Legal Obligations](#)

All schools, as education providers, must comply with the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) (the Standards), see: [Disability Standards](#)

The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation, and provides guidance for schools on:

- the rights of students with disabilities
- the legal obligations on education providers
- some of the measures that would demonstrate compliance.

The Standards apply to all students with disabilities, not just those who are eligible for support under targeted funding programs. Additional resources provided to schools do not define or limit the support provided for student disabilities.

Reasonable adjustments

Under both State and Commonwealth laws schools must make ‘reasonable adjustments’ to accommodate students with disabilities or additional needs. 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.

When planning an adjustment for a student, the school should consult with the parent/guardian/carer(s) and the student, through the Student Support Group process.

Department resources

- [Abilities Based Learning and Education Support](#) (ABLES) provides a suite of curriculum, pedagogy, assessment and reporting resources
- [Autism Friendly Learning](#) for learning initiatives and resources
- [Disability Standards](#) includes fact sheets and links to eLearning resources
- [Language and Learning Disabilities Support Program](#) for supporting students with language disorders and difficulties
- [Legal Obligations](#) for information on the provision of educational opportunities, duty of care, occupational health and safety, human rights and discrimination obligations
- [Medical and Accessibility Support](#) includes Schoolcare, Medical Intervention Support, Equipment Grants for Students with vision Impairments and Accessible Buildings Program
- [Nationally Consistent Collection of Data](#) includes links to resources
- [Program for Students with Disabilities](#) for further information on the additional support within the Student Resource Package for eligible students with disabilities in regular and specialist schools
- [Learning Difficulties and Dyslexia](#) for assessments and focused teaching strategies that can assist in supporting and monitoring a student’s learning and progress in reading
- [Engagement Support for Specific Groups of Students](#) includes resources, strategies and supports for specific groups of students who have additional needs, or may face particular barriers to engage with school
- [Student Support Groups](#) guidelines to assist schools in supporting students with disabilities and additional learning needs

When using software and contracted service providers to manage information, our school assesses these according to the appropriate departmental processes. One example of this is that staff passwords for school systems are strong and updated on a regular basis, consistent with the Department’s password policy.

Updating your information

We endeavour to ensure that information about students, their families and staff is accurate, complete and up to date. To update your information, please contact our school’s general office.

Evaluation

This policy will be regularly reviewed and updated to take account of new laws and technology and the changing school environment when required. The school will update to have the current version of this policy.

Date Ratified:

This policy will be reviewed every 2 years, or earlier as required, and is scheduled for review in **2020**.