



SORRENTO PRIMARY SCHOOL

Disability, Inclusivity Policy

RATIONALE

All students must have access to the curriculum and all learning areas, adjustments can be made to activities and modifications can be made to the programs however all students must be given opportunity to participate in learning content and experiences on the same basis as students without disabilities. Teachers are to ensure that non-inclusive practices are not occurring in their classrooms. It is the teacher's responsibility to identify, monitor and evaluate student's progress and to provide for what students need to learn to move them to the next level.

AIM

Sorrento Primary School will provide focused and differentiated teaching strategies to enable all students with disability to access the curriculum, participate in school life and achieve educational outcomes. Class teachers are supported through professional development, school based specialist teachers and regional support services.

STAGES OF ADAPTING CURRICULUM & INSTRUCTION TO PROVIDE AN INCLUSIVE CLASSROOM FOR ALL

STAGE 1 – Student experiencing difficulties - Initial identification and assessment conducted by class teacher. Ask parents to provide additional information. Teacher makes some Teaching & Learning (T&L) adjustments.

STAGE 2 – the teacher may consult with the Learning Support Coordinator (LSC) for additional information on teaching and learning strategies if suitable progress is still not being made. Individual Education Plan (IEP) put in place and monitored.

STAGE 3 – despite IEP and additional input, little to no progress being made, LSC may then consult with external Support Services (e.g. SEND, School Psych) and/or the school Learning Support Team. Parents involved.

IEP's

Recording information on students with learning difficulties and disabilities is essential in identifying needs, personalising programs and differentiating curriculum to individualised learning opportunities in order to reach realistic outcomes for individuals in the class.

Differentiating the Curriculum should be documented in Individual Education Plans and shared with carers/parents. They may include; modified expectations, modified content. It is important to ensure that a differentiated curriculum does not become an impoverished one, with the lower ability students always receiving less demanding or challenging work.

Support for students with disability

The Department provides a range of support services and resources to assist teachers to meet the diverse educational needs of all students. The Department requires schools to identify barriers to student learning and make adjustments that minimise their effect on student learning and achievement. It is expected that Sorrento Primary School will make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability. According to the Standards, an adjustment is a measure or action taken to assist a student with disability to participate in education 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 disability, the education provider, staff and other students.

Disability Standards for Education 2004
Formulated under the Disability Discrimination Act (DDA) 1992

Disability Standards for Education

<i>Key Areas</i>	<i>Key Points</i>
Intent of Standards	<ul style="list-style-type: none"> Standards formulated under DDA (Commonwealth Act) seeks to: eliminate discrimination against people with disabilities, ensure equal rights in accessing Education and promote recognition and acceptance. Contraventions to rights can result in report of Human Rights & Equal Opportunity Commissions
Important terms & understandings	<ul style="list-style-type: none"> No refusal permitted due to disabilities <u>Education provider</u> – authority, institution, organisation responsible for developing & implementing curriculum <u>On the same basis</u> – ensure equal judgements, interaction, learning programs and enrolment opportunities are available to all
Making reasonable adjustments	<ul style="list-style-type: none"> <u>Adjustments</u> – need to ensure measures are taken for enrolment, education programs and facilities <u>Reasonable</u> – need to ensure adjustments balance the interests of all parties
Enrolment	<ul style="list-style-type: none"> Placement in an institution is without discrimination All students are able to apply for enrolment Appropriate adjustments to be made if necessary Enrolment procedures be accessible (eg. Translator)
Participation	<p><u>Applies to:</u> Student with disability & provider: Participation without discrimination</p> <p>To ensure participation, education providers must ensure:</p> <ul style="list-style-type: none"> Reasonable steps & adjustments are taken Review process & course requirements are put in place Additional support and substitute activities are provided All out of class activities are adjusted to include disability (eg excursions)
Curriculum development	<ul style="list-style-type: none"> All students have the opportunity to participate in all areas of the curriculum. Adjustments to courses, materials are made if inaccessible Adaptations to assessment procedures if student is disadvantaged by disability
Elimination of harassment and victimisation	<ul style="list-style-type: none"> If an action humiliates, offends, discriminates, intimidates or distresses a person it is harassment and is unlawful under the education and training act Strategies and programs must be implemented by the Education Provider to prevent harassment and victimisation and appropriate actions put in place
Exceptions	<ul style="list-style-type: none"> It is not unlawful to fail to comply if compliance would impose unjustifiable hardship on the provider It is the responsibility of the provider to demonstrate that the exception operates



What do the “Disability Standards for Education” mean for our school ;All students must have access to the curriculum and all learning areas, adjustments can be made to activities and modifications can be made to the programs however, all students must be given opportunity to participate in learning content and experiences on the same basis as students without disabilities. Teachers to ensure that non inclusive practices are not occurring in their classrooms. It is the teacher’s responsibility to identify, monitor and evaluate student’s progress and to provide for what students need to learn to move them to the next level.

Students, who require additional support, are assisted through the full range of student support services which may include:

- Specialist teachers and programs
- Speech-language, OT - therapy services
- Behaviour support
- Education Assistant
- Assistive technology
- Alternative format materials, special provision for assessment
- School Psychologist
- Hospital Schools Services
- Learning Support Coordinator
- Other available/suitable small group or individual instruction programs
- Other supports available through outside agencies (eg, SEND, Disability Services, Therapy, PMH)

Strategies for Differentiation the Curriculum CARPET PATCH FRAMEWORK

C	CURRICULUM CONTENT the curriculum to be studied can be increased/decreased in terms of depth and complexity. Aspects of the curriculum may be sequenced in smaller chunks & presented in smaller steps.
A	ACTIVITIES varied difficulty levels of the tasks and activities in the lesson
R	RESOURCE MATERIALS selection and/or creation of a variety of different texts and support materials in the lesson
P	PRODUCTS OF THE LESSON teachers may plan for students to produce different outputs from a lesson, according to individual abilities, interests and aptitudes.
E	ENVIRONMENT classroom set up may need to be changed to support more group or individualised work (e.g. Learning centers, computer access, resource based, peer tutoring)
T	TEACHING STRATEGIES adopt particular ways of teaching designed to address the needs of the student (explicit, direct form of instruction, differentiated questioning, revising, practicing, prompting, cueing, individual contracts etc)
P	PACE vary the rate at which the teaching takes place, or the rate at which the students are required to work and produce outputs
A	AMOUNT OF RESISTANCE vary the amount of help given to the individuals during a lesson. May encourage peer assistance and collaboration
T	TESTING AND GRADING vary the ways of assessing students learning and modify grading to reflect effort and originality as well as standards achieved
C	CLASSROOM GROUPING various was of grouping students within the class to allow for different activities to take place with different amounts of teacher direction
H	HOMEWORK ASSIGNMENTS some students may have homework that involves additional practice at the same level of difficulty, while others may require application of knowledge and/or extension

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