



INCLUSIVE EDUCATION POLICY

POLICY DETAILS AND DOCUMENT MANAGEMENT

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Board	<input type="checkbox"/>	Board	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School	<input checked="" type="checkbox"/>	Executive Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access	<input type="checkbox"/>	All Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Restricted	<input type="checkbox"/>	Public (Website)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

REVISION HISTORY

Published	Version	Approved By	File Name
01/11/2020	1.0	Board	Inclusive Education Policy

GENEALOGY

This Policy replaces:

This Policy was cancelled and superseded by:

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PREAMBLE

Emmanuel Christian Community School is committed to development of a high-quality curriculum for all students that promotes excellence and equity in education.

The school subscribes to the propositions stated in [The Shape of the Australian Curriculum Version 4](#) (ACARA, 2012) These propositions include:

- that each student can learn and that the needs of every student are important
- that each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- that high expectations should be set for each student, as teachers account for the current level of learning of individual students and the different rates at which students develop
- that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

SCOPE

All members of Emmanuel Christian Community School staff and volunteers must comply with this policy.

The School is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people and expects all staff and volunteers to share this commitment

CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

POLICY

1. AIMS

All students are entitled to rigorous, relevant, and engaging learning programs drawn from the Western Australian Curriculum. Teachers take account of the range of their students' current levels of learning, strengths, goals, and interests and adjust where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities, and cross-curriculum priorities, will be drawn upon to cater for the diverse needs of students across Western Australia and to personalise their learning.

Ensure that all students with disability can access education 'on the same basis as their peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs based on requirements outlined in the [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) for education providers.

2. STUDENTS WITH DISABILITY

- The following will be considered in developing personalised learning plans for students with disability: (Australian Curriculum)
- students with disability may also be gifted and talented and/or have English as an additional language and/or dialect. In some instances, a student may require support in more than one element of diversity
- general capabilities and cross-curriculum priorities can be used to support age-appropriate teaching and learning programs and personalised plans

- Literacy, Numeracy and the Personal and Social capabilities include levels in the continua to support students with disability. Stages in each learning continuum are labelled from level 1 to 6 to emphasise that the continuum presents a sequence of learning independent of student age:
 - Literacy level 1 is divided into five sub-levels: 1a, 1b, 1c, 1d and 1e. Levels 1a–1d represent the development of early literacy skills with an emphasis on communication
 - Numeracy level 1 is divided into two sub-levels: 1a and 1b, to represent the progression from early numeracy to numeracy skills.
 - Personal and Social capability level 1 is divided into two sub-levels: 1a and 1b. Level 1a describes the development of awareness of self and others and Level 1b describes the skills or actions that accompany understandings about self and others
- students with disability can achieve educational standards commensurate with their peers
- students with disability who require adjustment/s to one learning area may not require the same adjustment/s to another learning area
- not all students with a disability require adjustments to all three dimensions of the Western Australian Curriculum
- students with the same category of disability do not always require the same adjustments
- students with disability may require different levels of adjustment over time to reach their potential
- ongoing formative assessment, particularly pre-assessment, is critical to ensure that learning area content and adjustments align with student needs.
- Information about the levels of adjustments can be found in the [Nationally Consistent Collection of Data for Students with Disability \(NCCD\) Guidelines](#) which are reviewed annually.

3. IMPLEMENTATION

In translating the above principles into practice, Emmanuel Christian Community School will make use of a variety of sources of advice and information, as appropriate.

4. PERSONALISED LEARNING AND SUPPORT

According to NCCD <https://www.nccd.edu.au/personalised-learning-and-support> there are four elements in personalised learning, which reflects the teaching and learning cycle:

Consult and collaborate with the student and/or their parents, guardians, or carers

Consultation and collaboration are an important element of personalised learning and support. Teachers or school teams undertake the following steps.

- Engage with the student and their parents, guardians, or carers to identify the student's aspirations, goals, strengths and needs. The school maintains records of these consultations, including agreed actions and expected outcomes. These should be clearly labelled, dated, and signed off.
- Seek expert advice, where applicable, on the student's needs including medical, personal, physical, communication, sensory and learning needs. Ensure advice is made available to all relevant staff, making sure that any personal information, its storage, and distribution, comply with privacy requirements.
- Undertake ongoing consultation as the student's needs change.

Assess and identify the needs of the student

The next step is to assess and identify the needs of the students. Teachers or school teams undertake the following steps.

- Implement adjustments to help the student participate on the same basis as other students. Adjustments implemented have clearly defined outcomes.

- Embed personalised adjustments and differentiated classroom practice within teaching and learning programs and whole school activities occurring outside the classroom.

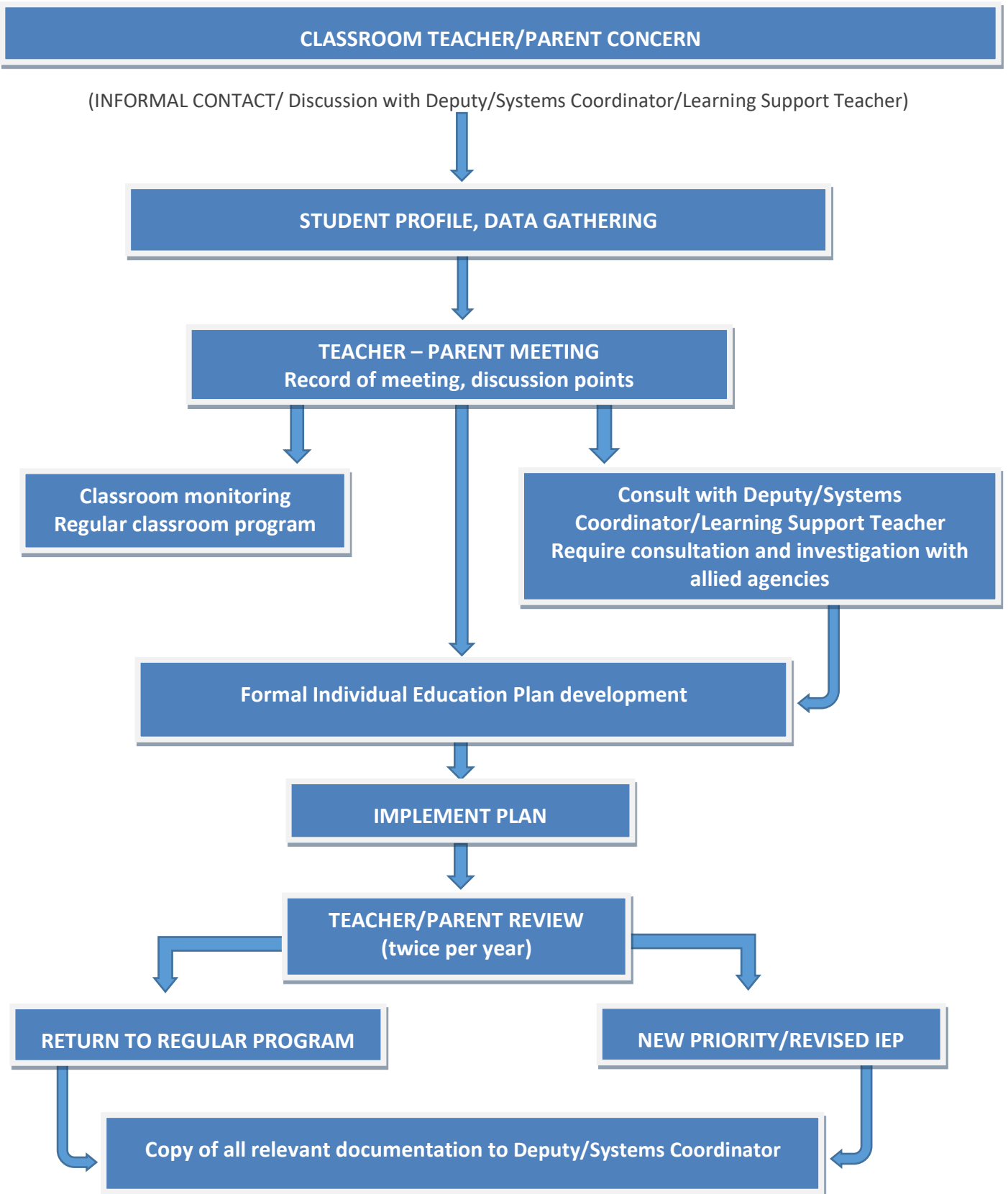
Monitor and review the impact of the adjustments provided

Teachers or school teams undertake to:

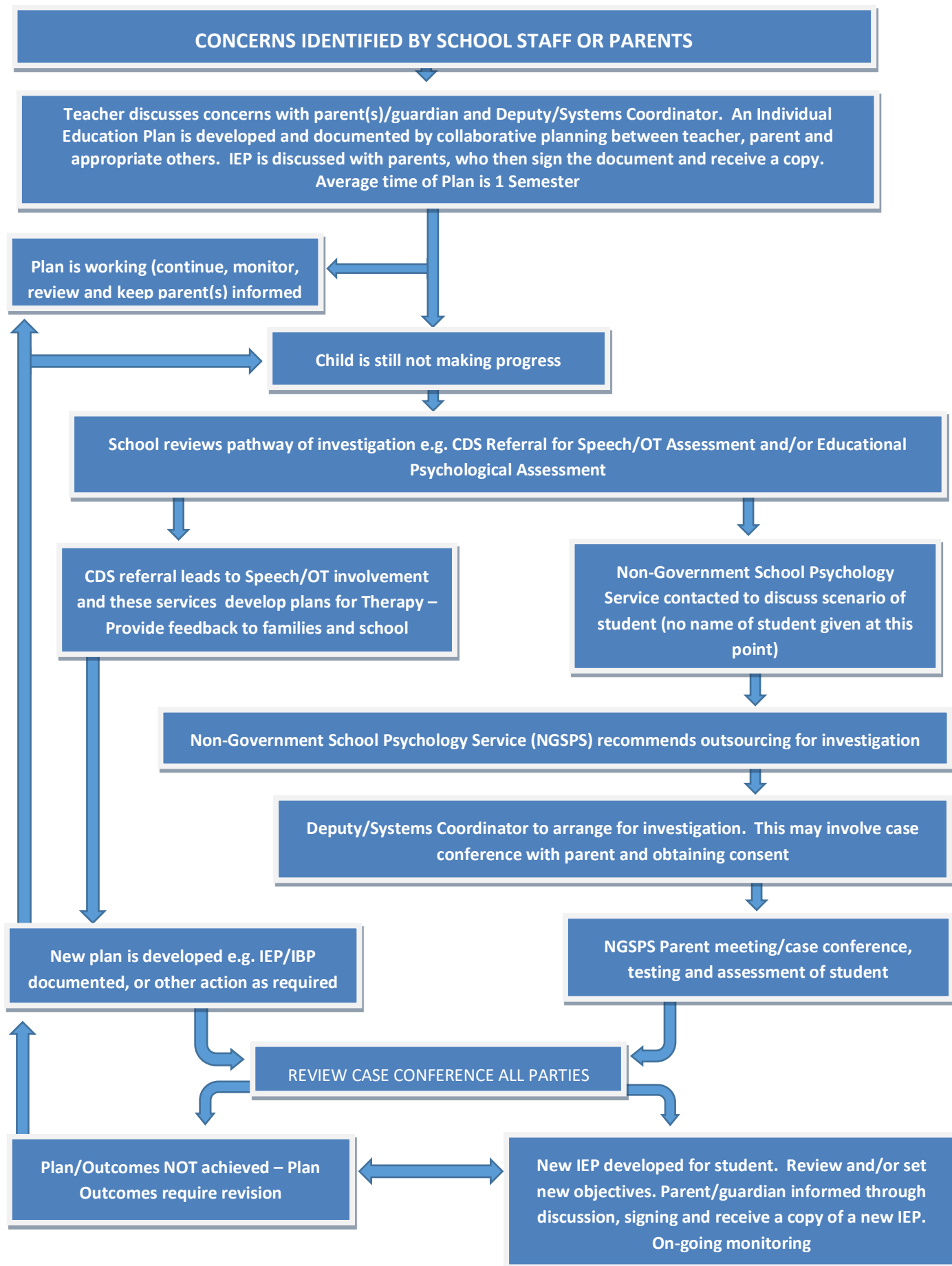
- Regularly review the effectiveness of personalised adjustments, including adjustments being provided to the environment, to ensure they are still relevant and required for the student and to determine whether further support measures need to be incorporated.
- Review of adjustments should incorporate consultation with the student and their parents, guardians, or carers.

The process outlined in a diagrammatic form below will be followed for students suspected or diagnosed with disability.

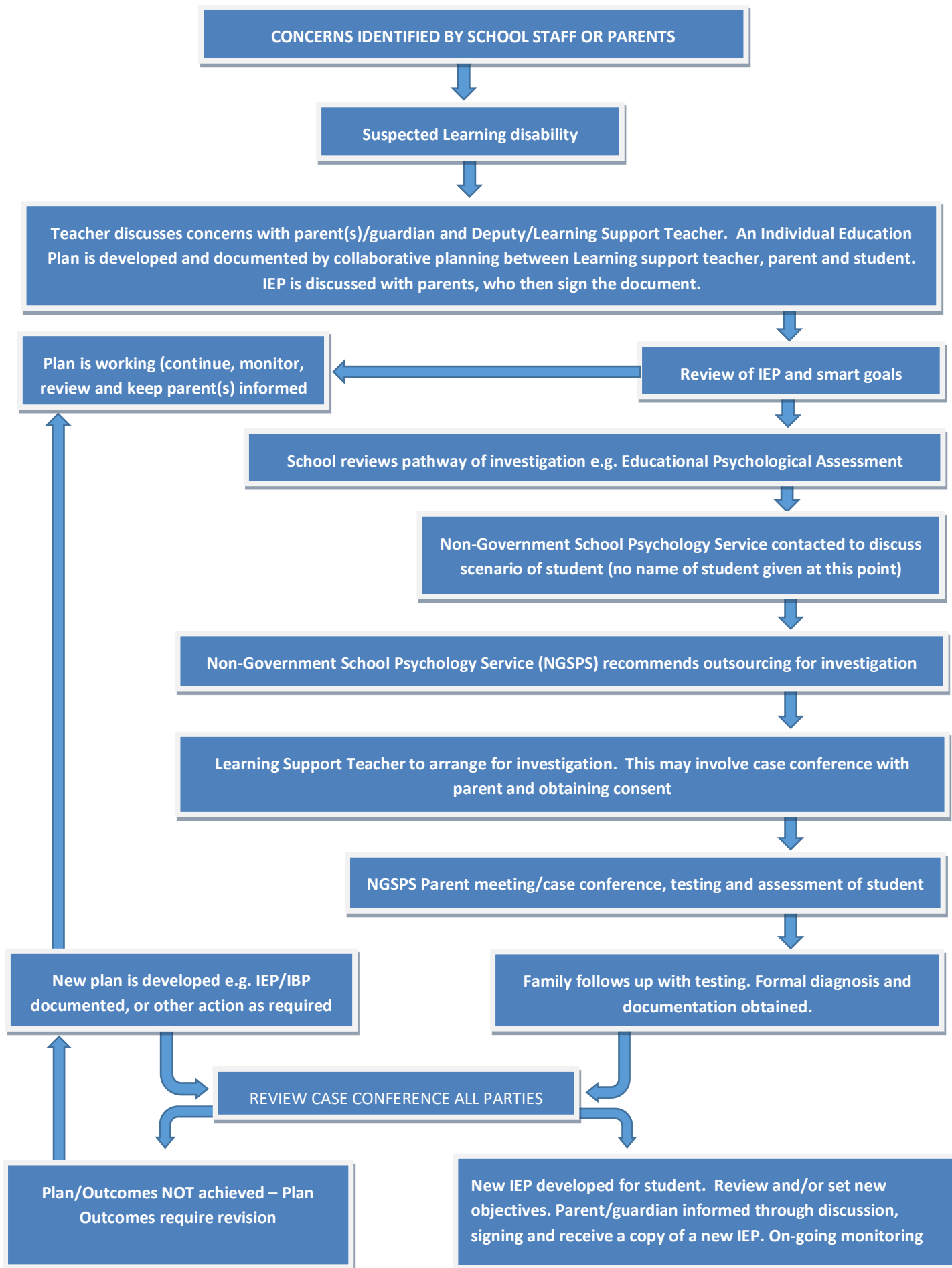
STUDENTS AT EDUCATIONAL RISK COLLABORATION FLOW CHART



PRIMARY SCHOOL CASE MANAGEMENT/REFERRAL PROCEDURE FOR STUDENTS AT EDUCATIONAL RISK



SECONDARY SCHOOL CASE MANAGEMENT/REFERRAL PROCEDURE OF STUDENTS AT EDUCATIONAL RISK



5. ENGLISH AS AN ADDITIONAL LANGUAGE

English as an Additional Language or Dialect (EAL/D) learners are those whose first language is a language or dialect other than Standard Australian English (SAE), which is the variety of spoken and written English used formally in Australian schools. While EAL/D learners bring with them a wealth of knowledge, understandings, and values from their own culture to a classroom, they require additional support to assist them to develop proficiency in SAE. The following resources can be used to provide this assistance to EAL/D learners.

Emmanuel is a culturally and linguistically diverse school. Students come from many different ethnic backgrounds. Consequently, there are many students for whom English is an Additional Language or Dialect (EAL/D) accessing the Western Australian Curriculum.

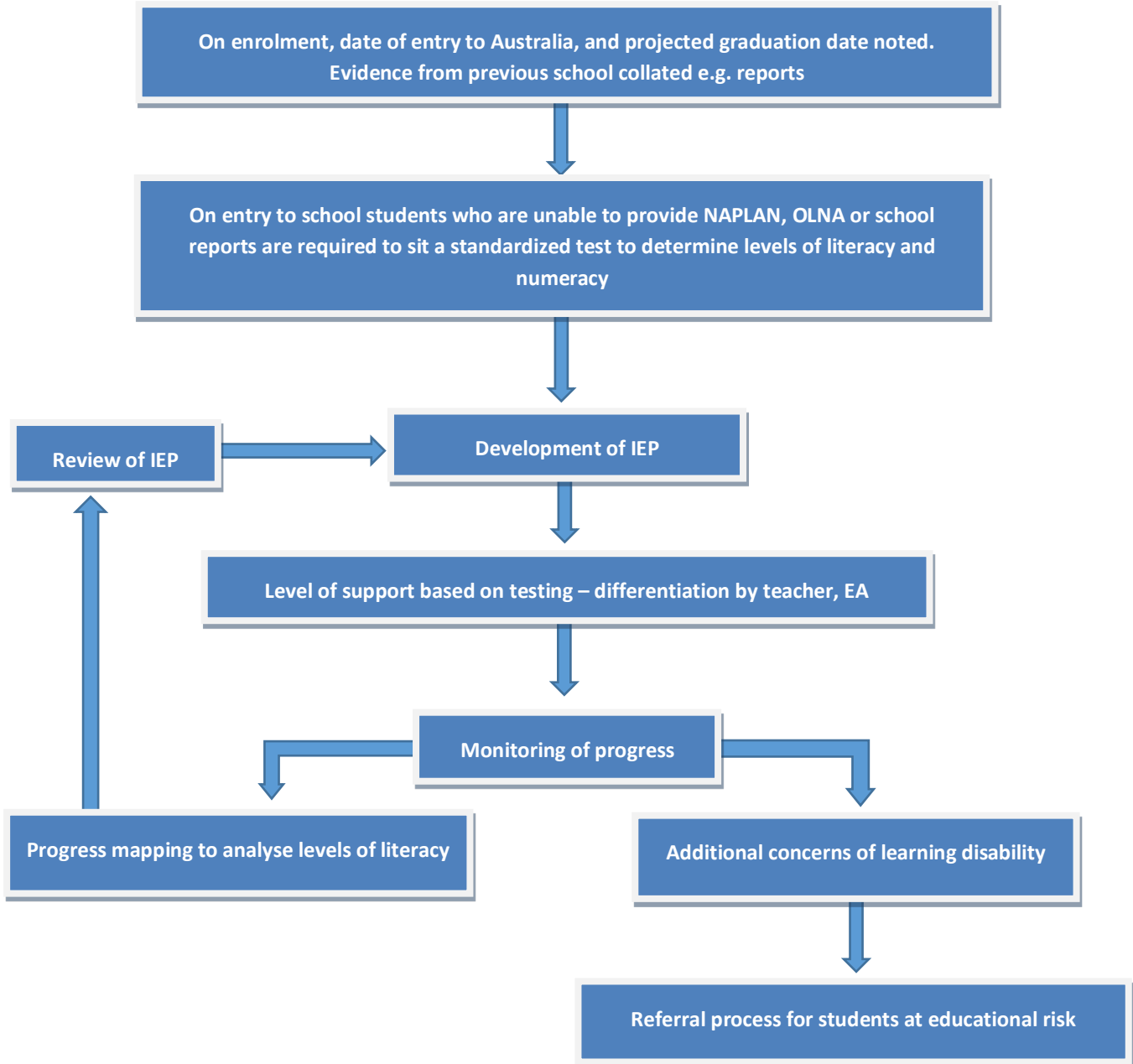
6. EAL/D Progress Map

The EAL/D Progress Map, developed by the Department of Education, Western Australia, is an integrated teaching, monitoring and assessment support resource that will be used with EAL/D students from Kindergarten to Year 12 (K-12). The map applies to the learning of EAL/D in all learning areas and across all curriculum contexts.

The following points will be considered in developing personalised learning plans for EAL/D students:

- EAL/D students need to:
 - learn English
 - learn through English
 - learn about English
- EAL/D students' experiences, understandings and expectations may be different from those that are assumed to be 'common knowledge' in Australian classrooms and must therefore be taken into account. The curriculum often refers to the familiar and the everyday; however, the 'everyday' is determined by social and cultural contexts. It is important to check whether EAL/D students possess the 'everyday' and 'real-life' knowledge assumed by many tasks
- EAL/D students may have additional or alternative understandings that need to be considered when teaching aspects of the Australian Curriculum. These may include knowledge and understanding of ethical actions, historical viewpoints, family relationships, mathematical problem solving, currencies, and measuring time and temperatures
- EAL/D students require specific support to learn and build on the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary. These students have the same capacity to understand the content of the Australian Curriculum as other students; however, they require support with the English language required both to access the curriculum and to demonstrate achievement. Therefore, it is important to identify and address the language requirements of tasks while still maintaining the integrity of curriculum area content
- EAL/D students may not require additional support to engage with age-appropriate content
- EAL/D students can achieve educational standards commensurate with their peers
- EAL/D students may have different levels of language proficiency across the modes of listening, speaking, reading and writing
- EAL/D students are already language learners in at least one other language. The maintenance of the home language of EAL/D students is important for their English language learning as well as for the preservation and development of their cultural identities and family relationships.

SECONDARY SCHOOL CASE MANAGEMENT OF EAL/D STUDENTS



PLEASE USE THIS DOCUMENT IN CONJUNCTION WITH THE WHOLE SCHOOL CURRICULUM PLAN.