

# Enkindle Village School

## Disability and Inclusion Policy



### 1. Statement

Enkindle Village School (Enkindle) is an inclusive school built on values of liberty, autonomy, joy, connection and innovation. Our learners belong and have a sense of place in our community which promotes a universal outlook, free from unlawful discrimination. In particular, Enkindle will ensure that students with a disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students.

In line with QLD legislation, Enkindle acknowledge that:

- discrimination by any form is an offence,
- inclusive schools welcome and celebrate diversity in ability as well as in cultural, racial, and social background, and
- students with a disability are entitled to an education in the least restrictive and most normalised setting feasible.

In accordance with the relevant law, Enkindle will take reasonable steps to prevent unlawful discrimination, including harassment and victimisation, against students on the basis of disability in all facets of education at Enkindle, including:

- enrolment,
- participation,
- curriculum development, accreditation and delivery,
- student support services.

Enkindle will make reasonable adjustments that do not cause unjustifiable hardship to ensure this equality of access and participation.

Enkindle is committed to responding appropriately should such discrimination, harassment or victimisation occur, including possible disciplinary action. Any instances of discrimination, harassment or victimisation should be reported under the Enkindle Anti-Discrimination, Harassment and Bullying Policy.

### 2. Purpose

The purpose of this document is to protect students with a disability, or disadvantage, or students who have an associate with a disability from unlawful discrimination, harassment and victimisation on the basis of that disability or disadvantage.

It is also to provide staff at Enkindle with direction, guidance and support in creating a learning and working environment where all students, staff and parents/careers are valued and feel included.

### **3. Scope**

Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.

### **4. Principles**

Our school's desire is to enrich the lives of all our students by pursuing an inclusive environment which reflects the diversity of our community and our school values of liberty, connection, autonomy, joy and innovation, fostering respect, individuality and responsibility. In addition to this, the school places equal importance on ensuring that no students' education and progress is impaired by the disability of another student.

All classes at Enkindle include students who have diverse backgrounds, circumstances, cultures, knowledge, experiences and abilities. Students present a range of different cognitive, physical, emotional and social capabilities. All students have individual learning needs and some students will have special educational needs.

At Enkindle we value democracy; parents and children will be fully consulted about and involved in all stages of assessment and planning for a safe and inclusive environment.

### **Responsibilities**

#### **As an inclusive school we:**

- value and encourage all children equally and independently,
- provide a safe and supportive learning environment for all students,
- foster a professional learning community of highly effective teachers who have deep curriculum and pedagogical knowledge and implement quality student-centred learning experiences focused on success for all students,
- support all students to engage with and contribute to our school's cultures, curriculum and communities, providing equal access and opportunities for all students and a diverse range of extra and co-curricular experiences for the development of the 'whole' child,
- recognise the diversity of individuals and groups in our school and community as a strength and context for learning,
- aim to equip all students to understand and value equity and diversity so they have knowledge and skills for positive participation in a just, equitable and democratic society,
- to address the needs of children with disabilities on admission to school by liaising with pertinent outside agencies, families, and previous education providers,
- maximise educational and social outcomes of all students through identification and reduction of barriers to learning, especially for those who experience disadvantage, are at risk and/or vulnerable to marginalisation,
- to develop and maintain on-going systems within the school to identify students who may need extra support,

- work directly with ISQ to identify and verify students who fall within the disability eligibility criteria,
- to ensure money allocated through disability funding is used to benefit students with a disability by providing resources and support based on their individual needs.

**Our goal is for students to:**

- feel included as valued members of the Enkindle community,
- view themselves as successful learners,
- experience a school environment free from discrimination,
- have a strong concept of self and tolerance for others built around the school values.

**Welfare Awareness:**

- Staff and students are to be made aware of disability and diversity, understand its effects and support all students to take part in school life.
- Training and development for staff will be provided on a regular basis to enhance understanding of disability and diversity, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Anti-Discrimination, Harassment and Bullying Policy, Code of Conduct, parent and staff handbooks will be updated to reflect inclusiveness and the difficulties faced by students with a disability.
- The school will initiate regular communication with families and staff regarding student progress, behavioural issues and the effects of any medication.

**5. Identification of Students with disability:**

Enkindle Village School acknowledges that some students may require additional support and aims to correctly identify all forms of disability that may be present among its students. The school recognises that identification of students with disability requires all teaching staff to have a thorough knowledge of disability and child development and strives to deliver appropriate and regular professional development.

Educators can be trained to identify signs and indicators of difficulties that may not have been diagnosed prior to entry into the formal educational setting. If there is cause for concern about a student's development, teachers and parents can observe if the student shows improvement over a period, this will include but is not limited to documentation of skill level and achievement over a period of time to assess progression; discussion with parental guardians about home life and behaviours; and liaison with allied health/outside providers.

Parental guardians and the wider community are a vital part of the child's educational experience at Enkindle and in the event that there are noticeable and persistent discrepancies in an academic and/or social emotional development context, parental guardians will be contacted to have a respectful, confidential discussion with staff regarding the best course of action moving forward.

Common developmental and learning and individualised learning and support include but are not limited to:

Children's Development Conditions –

1. Learning and Cognition:

- Global developmental delay
- Autism spectrum disorder
- Intellectual disability
- Dysgraphia
- Dyscalculia
- Dyslexia
- Sensory processing disorder

2. Language

- Auditory processing disorder
- Speech impairments
- Language processing disorder

3. Gross and Fine Motor Skills:

- Gross Motor Skills
- Fine Motor Skills
- Executive functioning disorders

4. Attention

- ADHD

5. Social and emotional well-being

- Anxiety
- Depression

Enkindle aims to enable accurate identification of undiagnosed disability using:

- Basic age appropriate testing and observations, including phonetic awareness/knowledge and numerical concepts in younger year levels.
- Completion of developmental milestone ratings and sensory profiles, if a disability is suspected.
- Awareness of age specific red flags and use of Red Flags Early Identification Guides.
- Regular school visits by child development and allied health specialists, such as speech pathologists.
- Submission of Disability Verification Forms.

**6. Process for Individualised Learning and Support:**

Enkindle Village School will deliver individualised learning and support process for students with disability, this is informed by:

- Collecting data about the student's learning strengths and needs
- Taking the student's background into consideration, i.e. family and culture
- Evaluation of the School's available resources and staffing capability; further professional development, re-allocation of school resources, and development of new programmes or systems may be required
- Recognizing any goals and developing skills that the student may require moving forward
- Setting a clear outline for the planning process and a review of goals.

Below are four key steps that Enkindle uses to implement individualised learning and support:

1. Understand the student:
  - Get to know the student, their background, strengths, interests and goals.
  - If not already available, conduct assessments to identify the types of adjustments required to support the student. Assessment can relate to access, participation, behaviour support, medical needs, or learning supports.
2. Consult:
  - Discuss with the student and their family/carer to identify the student's goals, strengths and needs.
  - Engage with pertinent outside agencies, where relevant, to obtain advice on the students' needs; including medical, personal, physical, communication, sensory and learning needs.
  - Further consultation may be required as the students' needs change.
3. Devise and implement individualised learning and support measures:
  - Devise and select options for adjustments, interventions and other supports that will be best suited to address the individuals needs and build on their strengths.
  - Consider the impact of the adjustments on the student, other students and the school.
  - Develop materials and systems that are age appropriate.
  - Source any additional resources, assistive technology or required equipment if needed.
  - Conduct professional development for teaching staff where necessary
  - To facilitate effective learning for the student, ensure appropriate teaching strategies are implemented.
  - Utilise a student-centred and individualised practice within the classroom and learning programs throughout the school.
  - Outline a clear process and timeframe for review.
4. Evaluate the impact of individualised support systems provided to the student:  
All support measures provided to the students should be reviewed regularly by the team or persons responsible for the planning and agreed upon by planning members.

Ensuring that all students continue to achieve high quality learning outcomes, it is essential to regularly evaluate whether adjustments made are still relevant, necessary or if further adjustments are required. If necessary, planning members will ensure that any additional resources, technology or equipment for further adjustments are sourced.

## **7. Definitions**

**Disability: in relation to a person, means:**

- a) total or partial loss of the person's bodily or mental functions,
- b) total or partial loss of a part of the body,

- c) the presence in the body of organisms causing disease or illness,
- d) the presence in the body of organisms capable of causing disease or illness,
- e) the malfunction, malformation or disfigurement of a part of the person's body,
- f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction,
- g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

and includes a disability that:

- a) presently exists,
- b) previously existed but no longer exists,
- c) may exist in the future (including because of a genetic predisposition to that disability),
- d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

**Associate, in relation to a person: includes:**

- a) a spouse of the person,
- b) another person who is living with the person on a genuine domestic basis,
- c) a relative of the person,
- d) a carer of the person,
- e) another person who is in a business, sporting or recreational relationship with the person.

**Disadvantage, in relation to a group:**

A group of persons that experiences a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to:

- a) Ethnic minorities,
- b) Migrants,
- c) People with disabilities,
- d) Isolated children.

**Direct disability discrimination:**

A person (the discriminator) discriminates against another person (the aggrieved person) on the ground of a disability of the aggrieved person if, because of the disability, the discriminator treats, or proposes to treat, the aggrieved person less favourably than the discriminator would treat a person without the disability in circumstances that are not materially different.

A person (the discriminator) also discriminates against another person (the aggrieved person) on the ground of a disability of the aggrieved person if:

- a) the discriminator does not make, or proposes not to make, reasonable adjustments for the person,

- b) the failure to make the reasonable adjustments has, or would have, the effect that the aggrieved person is, because of the disability, treated less favourably than a person without the disability would be treated in circumstances that are not materially different.

For the purposes of this section, circumstances are not materially different because of the fact that, because of the disability, the aggrieved person requires adjustments.

#### **Indirect disability discrimination:**

A person (the discriminator) discriminates against another person (the aggrieved person) on the ground of a disability of the aggrieved person if:

- a) the discriminator requires, or proposes to require, the aggrieved person to comply with a requirement or condition,
- b) because of the disability, the aggrieved person does not or would not comply, or is not able or would not be able to comply, with the requirement or condition,
- c) the requirement or condition has, or is likely to have, the effect of disadvantaging persons with the disability.

A person (the discriminator) also discriminates against another person (the aggrieved person) on the ground of a disability of the aggrieved person if:

- a) the discriminator requires, or proposes to require, the aggrieved person to comply with a requirement or condition
- b) because of the disability, the aggrieved person would comply, or would be able to comply, with the requirement or condition only if the discriminator made reasonable adjustments for the person, but the discriminator does not do so or proposes not to do so
- c) the failure to make reasonable adjustments has, or is likely to have, the effect of disadvantaging persons with the disability.

## **8. Legislation**

- *Anti-Discrimination Act 1991 (Qld)*
- *Australian Human Rights Commission Act 1986 (Cth)*
- *Disability Discrimination Act 1992 (Cth)*
- *Disability Standards for Education 2005 (Cth), including Guidance Notes*
- *Australian Education Act 2013 (Cth)*
- *United Nations Rights of the Child*
- *Universal Declaration of Human Rights (1948)*
- *Melbourne Declaration on Educational Goals for Young Australians (2008)*

## **9. Supporting Documents**

- Enkindle Anti-Discrimination, Harassment and Bullying Policy
- Enkindle Child Protection Policy
- Enkindle Code of Conduct
- Enkindle Complaints Handling Policy
- Enkindle Privacy Policy

## 10. Version Control

### Approval Details

Policy Sponsor	Secretary
Approval authority	Management Committee
Version Number	2
Date for next review	June 2019

### Modification History

Version no.	Approval date	Implementation date	Details
2	16.08.18	16.08.18	Updated: Insertion of 'Identification of Students with Disability' and 'Processes for Individualised Learning and Support'.