



Distance Education Centre Victoria
Flexible learning for all

Student Inclusion Policy

Policy Statement

Distance Education Centre Victoria provides a flexible and inclusive learning environment for all students. DECV is committed to ensuring students with disability will access an education without discrimination in accordance with the Disability Standards for Education 2005.

<http://www.comlaw.gov.au/details/f2005l00767>

DECV will ensure that reasonable adjustments are implemented for all students requiring additional supports due to disability. DECV will consult with the student, or an associate of the student, regarding whether the disability affects the student's ability to access educational services provided by our school and in the light of that consultation, decide whether an adjustment is necessary to ensure that the student is able to access those educational services on the same basis as a student without a disability.

In accordance with the *Disability Standards for Education 2005*;

- **Disability** is defined in accordance with the Disability Discrimination Act 1992. Based on the Australian Human Rights Commission interpretation of the DDA definition, the categories of disability may group into the categories of physical, sensory, social-emotional & cognitive. For the purpose of this document, the term disability and the phrase 'additional learning needs' may be used interchangeably. Please also see Student Support and Wellbeing Policy and Student Engagement Policy. – add hyperlinks.

An adjustment is 'reasonable' in relation to a student with disability if it balances the interests of all parties affected.

DECV is committed to:

- Taking reasonable steps to ensure that the student has access to services or to arrange for services to be facilitated by another person or agency, if a specialised service is necessary for the student to be able to participate in the activities for which he or she is enrolled.
- Enabling students to access and participate in their learning program on the same basis as a student without a disability.
- Ensuring the Student Inclusion Program Coordinator and Wellbeing Team are aware of the specialised services available for the student and are provided with information that enables them to assist the student to access the services that the student requires.

Guidelines

- Students with disability who require additional supports to access educational services provided by the school are identified either at the time of enrolment, by Year Level Coordinators or by Student Support or Subject Teachers. They are then referred to Student Inclusion via a Student Services Referral to the Leading Teacher Wellbeing and then to Student Inclusion.
- Based on documentation and assessments the additional learning needs of the student guide the development of the student's learning program. Recommendations and strategies are developed by the Student Inclusion Coordinator for Subject and Student Support Teachers to ensure that a reasonably adjusted learning program is in place for the student with disability.
- Families and associated stakeholders are involved in the development of the learning program and are provided with additional services and supports when deemed appropriate.
- DECV teachers working with students with disability will be provided with additional supports to ensure the student is able to access their educational program on the same basis as any other student.
- Ongoing review by the teachers, Student Inclusion Coordinator, Wellbeing Caseworker (when required) and Year Level Coordinator (SLAM), of customised and modified learning programs (including strategies provided in the Student Inclusion Strategy Document) are undertaken to ensure that students with disability are receiving requisite and timely support to maintain engagement with their Learning Program on the same basis as those without disability.
- Conduct regular Student Support Group meetings with stakeholders to monitor and evaluate student progress when required.
- Wellbeing Leading Teacher and Student Inclusion Coordinator to support teachers in working with students with disability by providing ongoing professional development.
- Leading Teacher Student Wellbeing and the Wellbeing Team to review and monitor all processes involved in supporting students with additional learning needs in accordance with the Annual Improvement Plan, Distance Education Centre Victoria Strategic Plan and the Department of Early Education and Childhood Development.

Date Implemented	August 2014
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LINKS AND APPENDICES

[Student Support and Wellbeing Policy](#)

[Student Engagement Policy](#)

[Special Provision Policy](#)

Disability Standards for Education 2005: <http://www.comlaw.gov.au/Details/F2005L00767>

Disability Discrimination Act 1992: <http://www.comlaw.gov.au/Series/C2004A04426>

DEECD: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>

The Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

The Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

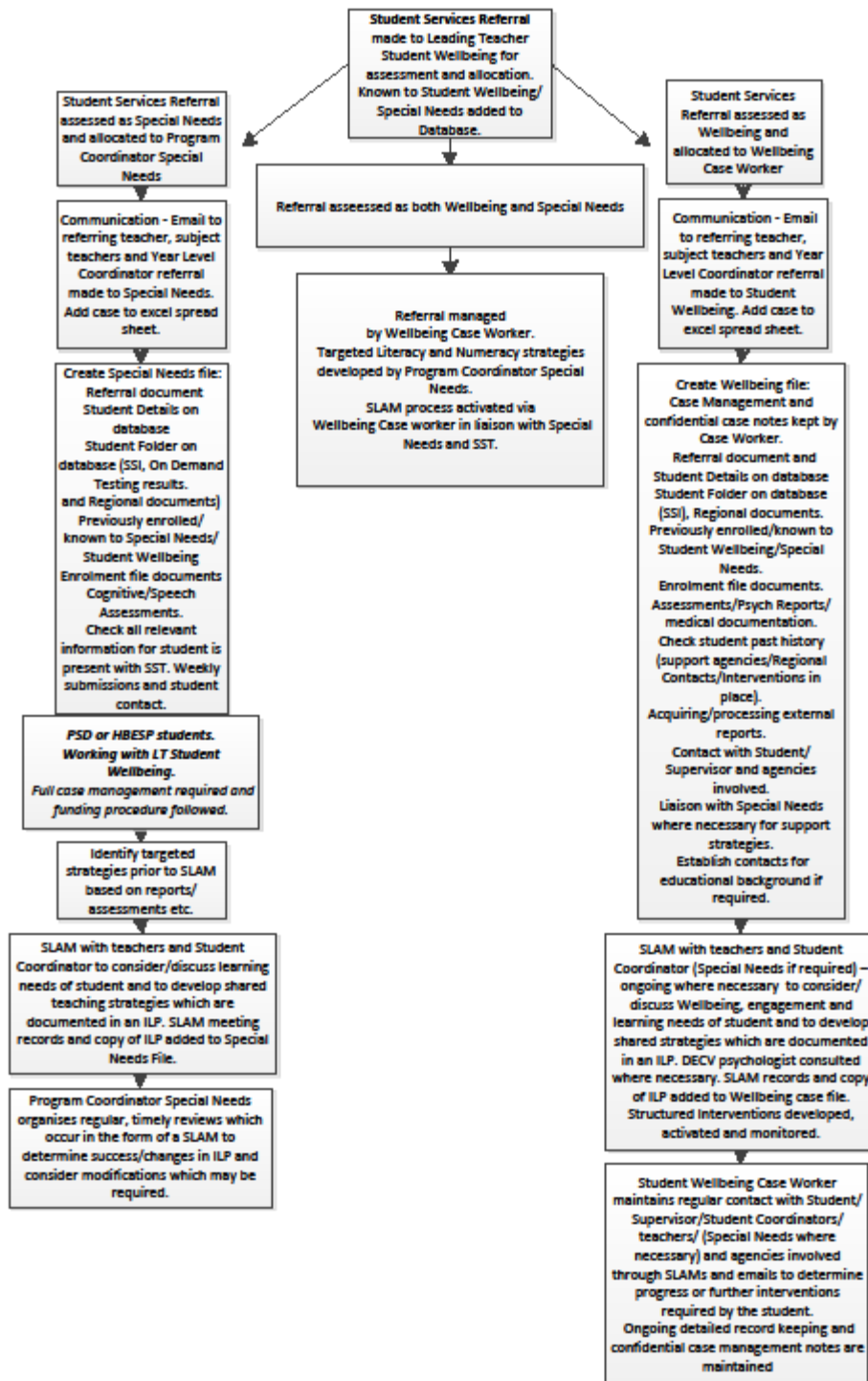
- (i) realises their learning potential and maximises their education and training achievement;
- (ii) promotes enthusiasm for lifelong learning;
- (iii) allows parents to take an active part in their child's education and training.

To ensure schools meet the requirements of the Victorian Registration and Qualifications Authority, a Student Engagement Policy must include:

details in relation to monitoring the daily attendance of each student enrolled at the school policies and procedures that ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth law (including student welfare and bullying, cyber-bullying and harassment) policies relating to the discipline of students that are based on principles of procedural fairness and include an explicit statement that corporal punishment is not permitted.

For more information about these requirements see: Victorian Registration and Qualifications Authority.

Appendix A - Student Services Referral Flowchart



Appendix B– Student Inclusion Coordinator Role Description

Duty Statement:**The Special Needs Coordinator is responsible for:**

- Supporting teachers of students with additional learning needs with implementing appropriate strategies and where required, develop appropriate learning programs.
- Ensuring relevant information concerning student capacity - e.g., formal testing, cognitive assessments, and speech pathology reports - is gathered, compiled & distributed to all teachers to inform the development of a suitable learning program.
- Attending meetings with teachers to develop teaching and learning strategies and a suitable learning program for students, supporting the development of ILP (MLP and CLPs) as required.
- Determining whether student is to be placed on a non-AusVELS program and ensuring an individualised report is provided.
- Ensuring the monitoring and adjustment of student learning programs as needed.
- Maintaining student information via the database, case file, student folder and wellbeing case management records.
- Conducting additional testing where required (Neale Analysis, York reading assessment, OnDemand) and to provide additional educational support summaries to be disseminated to SST's.
- Developing and submitting HBESP applications for suitable candidates. Plan, implement, manage and evaluate the individual programs of successful applications.
- Support the development of Independent Learning Programs for students suited to the Working Toward Level 1 curriculum.
- Liaise with external community agencies (Doctors, Social Workers Psychologists) & parents as required. Convene and attend Student Support group meetings when required.
- Providing appropriate professional development and/or organisation of external consultants to support staff.
- Compiling and maintaining resources on specific learning difficulties through the *Best Practice Compendium & Special Needs Resources* folder.
- Recommending resources within DECV to provide for the learning needs of students with literacy and numeracy F-12. Maintain the Literacy Planet online program and ensure suitable students are referred to the program.
- Liaise with Wellbeing LT to discuss referrals and background information.
- Attend Wellbeing Team Meetings and PD when appropriate.
- Providing support to new staff in induction processes.
- Report to Student Coordinator meetings as required.
- Documenting student referrals and case status to be shared with executive class on a regular basis:

Reporting/Accountability:

- The vast majority of students referred to Special Needs in 2012 did not continue with DECV in 2013 and returned to mainstream schooling. Less than 5 students within this cohort enrolled in 2013. This

means that it is difficult to measure the effect of the special needs position in terms of student trend data

- Provide ongoing feedback to Principal Class (MK)

Outcome measures:

- Feedback from the student's teacher and parent / guardian
- Student submission and engagement rates, including Student Management Action Plan data
- Improved student learning outcomes