

Policy – Identification and Recording

Policy Information

Policy Name:	Student Inclusion Policy
Current Version:	2.0 November 2017
Purpose:	Provision of flexible and inclusive environments for all students
Scope:	Whole school
Policy Owner:	Advisory Board
Policy Author:	William Byron, Rob Mason
Related policies and legislation:	Student enrolment, engagement, wellbeing and teaching and learning, Child Safe Standards
Internal procedures guided by this policy:	Enrolment, wellbeing customised learning programs

Revision History

Revision Date:	Status: (Draft/Final)	Summary of Changes	Prepared/Approved By:	Revision #:
August 2014	Final	New	William Byron Jo Miller	August 2015
November 2017			Malcolm McIver Will Byron Diane Murphy Rob Mason	November 2018

Distribution: Distance Education Centre of Victoria Website

Policy Statement

The Distance Education Centre of Victoria provides flexible learning opportunities to a diverse cohort of F-12 students from across the state of Victoria. The DECV fosters a safe, engaging and inclusive learning environment through innovative use of information technology and deep learning opportunities for all students. The teachers at the DECV are highly skilled educators who are committed to providing an inclusive online learning environment and individualised educational opportunities for each and every student.

DECV recognises that inclusivity in education is central to ensuring all students are able to access an education on an equal and same basis. At the DECV, all teachers recognise that acting for the rights of all students is essential for a positive schooling environment and the achievement of student outcomes. The DECV seeks to acknowledge and respond to the diversity of all students and their aspirations and needs including those from Aboriginal and Torres Strait Islander backgrounds, LGBTIQ students, students with additional needs or disabilities and students residing in Out of Home Care. The DECV is committed to supporting students with social emotional needs who may experience heightened vulnerability in relation to their schooling success.

DECV is an inclusive school that acknowledges and responds to the diversity of all students and their aspirations, strengths and needs; provides adequate support to participate and learn at school; aim to provide benefit to all students in the classroom; and lastly, contributes to positive outcomes relating learning, engagement & wellbeing.

As part of the Inclusive School Policy DECV are committed to providing for the educational needs of students with learning difficulties or disabilities on the same basis as a student without a disability without discrimination in accordance with the Disability Standards for Education 2005 <http://www.comlaw.gov.au/details/f2005l00767>. Students may be considered to have a disability if they unable to access an education on an equal and same basis as student who do not fall within the categories of physical, sensory, social-emotional & cognitive impairment.

Aims

At the DECV, we are committed to the following outcomes:

- To understand the nature of the student disability and its implications on their learning to provide support for all students to achieve their educational goals.
- To work in consultation with the student, their parent/carer and other key stakeholders to develop, implement and monitor an individualised learning program.
- To ensure the student has access to specialist services, where required, to enable participation in schooling activities on an equal and same basis.
- To ensure that all students feel safe and included in both online and physical spaces within the school.
- To continue to build capacity of all staff to understand and support the inclusive needs of all students.

Implementation

Students with additional needs are identified at time of enrolment by Enrolments Officers, Year Level Coordinators or Learning Advisors. Staff will draw on previous academic reports along with additional assessment information to determine the nature and impact of the learning difficulty.

Students identified at enrolment as having been approved Program for Students with a Disability (PSD) funding on basis of Intellectual disability will be managed as a shared enrolment between DECV and the Specialist school referring the student to us. The Student Inclusion Coordinator will work with the referring school at the time of enrolment to ensure our coordinated input into learning plan development and delivery. Students identified as having been approved PSD funding for other needs will be assessed to determine the most appropriate learning program and supports. Educational assessments will be used to ensure students are enrolled in a learning program that has been individualised according to their needs.

Any student who requires a learning program two years above or below their academic year level will be referred to the Student Inclusion Coordinator via a Student Services Referral and provided with a Customised Learning Plan. The Student Inclusion coordinator will utilise educational and specialist documentation and assessments to determine the additional learning needs of the student and to guide the development of the student's learning program.

DECV will ensure that reasonable adjustments are implemented by subject teachers and Learning Advisors for all students requiring additional supports due to their disability. An adjustment is 'reasonable' in relation to a student with a disability if it balances the interests of all parties affected. DECV will consult with the student, their parent/carer and other key stakeholders, to identify and implement reasonable adjustments that are necessary.

Additional specialist services and resources will be provided to students and teachers when necessary 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) will be undertaken to ensure that students with a disability are receiving requisite and timely support to maintain engagement with their Learning Program on the same basis as those without disability.

Quarterly Student Support Group meetings will be conducted by the Student Inclusion Coordinator with stakeholders including the student, parents and specialist service providers to monitor and evaluate student progress and revise plans when required.

The Wellbeing Team Leader and Student Inclusion Coordinator to support Learning Advisors and subject teachers in working with students with disability by facilitating ongoing professional development opportunities for staff.

The Student Wellbeing Team Leader, in collaboration with the Student Inclusion Coordinator and the Assistant Principal, Engagement and Wellbeing will 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 Education.

Links and Appendices

[Student Wellbeing Policy](#)
[Student Engagement Policy](#)
[Special Provision Policy](#)
[Child Safe Standards Policy](#)

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

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

[DET Inclusive Education Policy 2017](#)

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.