



# St Joseph's Primary School Kangaroo Point

## INCLUSIVE EDUCATION POLICY

Approved: April 2012

**Policy:** St Joseph's School is committed to providing an inclusive curriculum which meets the needs of students and society, including the educational needs of students with specific diagnosed disabilities and for students with learning difficulties and learning disabilities.

### Introduction:

All students need access to the curriculum to develop competencies in the areas of literacy, numeracy and learning how to learn. A range of processes incorporating identification, curriculum adjustments and monitoring, reviewing and reporting will be used to provide for particular students needs. The process of Verification will be followed for students who meet the criteria for specific diagnosed disabilities.

### Rationale:

- Curriculum is inclusive when participants in the learning process:
  - identify and address barriers that limit students' opportunities, participation and benefits from schooling;
  - include, value, and use as a basis for learning, the perspectives, contributions and experiences of the full range of social and cultural groups, by acknowledging diversity both within and among these groups;
    - develop the knowledge, skills, attitudes and processes necessary to:
      - question how disadvantage has developed and exists within social structures;
      - challenge rather than accept social injustice;
      - empower people to participate as equals.

### Guidelines for Implementation

At St Joseph's we have a process in place to identify and respond to the needs of students with specific needs which impact on their ability to access the curriculum.

### This process:

- Endeavours to identify and respond to the early identification of learning difficulties and learning disabilities and other diagnosed disabilities which impact on learning.
- Responds to students' identified learning needs through effective learning and teaching practices based on research.
- Using the knowledge and skills of all educators including Learning Support personnel.

- Where necessary draws support from shared knowledge with outside agencies
- Uses inclusive curriculum practices that incorporate and capitalise on the diversity of knowledge, social and cultural experiences, beliefs and values of students.
- Valuing the individuals gifts and supporting them as learners
- Provides a range of curriculum and flexible program options designed to respond to the individual learning needs of these students.
- Provides regular Case Conferences with specialised personnel to consider individual students needs and plan for their future learning.
- Employs processes that allow special considerations for assessment to be applied in order to facilitate appropriate support and actions when required by students.
- For particular students with special needs implements 'The Enrolment Support Process' as endorsed by BCEC to ensure particular students needs can be met.

### **Definitions**

Learning difficulties and learning disabilities refer to barriers which limit some students' access to, participation in and outcomes from the curriculum.

Students with learning difficulties are those whose access to the curriculum is limited because of short-term or persistent problems in one or more of the areas of literacy, numeracy and learning how to learn.

Students with learning disabilities are one small group of students with learning difficulties who because of the neurological basis of their difficulties, have persistent long-term problems and high support needs in one or more of the areas of literacy, numeracy and learning how to learn. These students do not have generalized intellectual impairments but rather demonstrate idiosyncratic learning styles which are determined by the nature of their specific disorders and inhibit their learning at school.

### **References**

The Enrolment Support Process - BCEC  
 Verification Guidelines for Students with Special Needs - BCEC

# Special Needs Students

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We recognise that all students are unique individuals and that some students have special educational needs. Such needs relate to;

Specific Learning Disability	(SLD)
<i>Hearing Impairment</i>	(HI)
<i>Visual Impairment</i>	(VI)
<i>Physical Impairment</i>	(PI)
<i>Speech-Language Impairment</i>	(SLI)
<i>Autistic Spectrum Disorder</i>	(ASD)
<i>Intellectual Impairment</i>	(II)
<i>Social-Emotional Difficulties</i>	(SED)
Health Difficulties	(HD)
<i>English as a Second Language</i>	(ESL)
Gifted and Talented	(G&T)

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## Revised criteria from 29 June 2009

### Revised EAP (Education Adjustment Profile) criteria and definition for Autism Spectrum Disorder (ASD)

#### Definition

*Department of Education and Training (DET) uses the definition from the DSM-IV-TR and the five disorders that fall within the category of Pervasive Developmental Disorders (PDD): Autistic Disorder, Rett's Disorder, Childhood Disintegrative Disorder, Asperger's Disorder and Pervasive Developmental Disorder Not Otherwise Specified.*

#### Criteria

*Criterion 1:* There is a medical diagnosis of a Pervasive Developmental Disorder provided by a paediatrician, psychiatrist or neurologist.

*Criterion 2:* The identified Pervasive Developmental Disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.

### Revised EAP criteria and definition for Intellectual Impairment (II)

#### Definition

*Intellectual Impairment is characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18 (adapted from AAIDD 2002).*

*The student's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.*

#### **Criteria**

##### *Criterion 1:*

- a. Significant limitations in intellectual functioning
- b. Significant limitations in adaptive behaviour
- c. The disability originates before 18 years of age

*Criterion 2:* The student's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.

### **Revised EAP criteria and definition for Speech-Language Impairment (SLI)**

#### **Definition**

*Speech-Language Impairment is a Department of Education and Training (DET) category for identifying students requiring significant education adjustments as a result of having a severe ongoing primary spoken communication disorder.*

#### **Criteria**

*Criterion 1:* There is a severe ongoing primary spoken communication disorder.

*Criterion 2:* The identified severe ongoing primary spoken communication disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.

(EDUCATION QLD, 2009)

## **FORMAL VERIFICATION OF SUPPORT: EDUCATIONAL ADJUSTMENT PROFILE**

# **Definition**

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1:1 Verification is the process used to recommend the level of specialist educational support needed by students with disabilities. This educational support is provided by or accessed through specialist teaching personnel, after the Verification process has been initiated.

1:2 Verification is based on the educational need arising from a disability. The process consists of:

- (a) Identifying and referring students with disabilities who may need specialist educational support, including a diagnosis from a specialist relevant to the area of special need
- (b) Identification of programs which can support this need
- (c) Development and implementation of an Individual Education Plan
- (d) Reviewing the recommended level of specialist support

1:3 Verification is a collaborative process decision-making process which recognises the value of:

- (e) Provision of quality programs to students;
- (f) Assessment of students' needs
- (g) Consultation with relevant professionals
- (h) Involvement of parents and caregivers in the process
- (i) Considerations of the full range of available program options; and
- (j) Effective utilisation of existing resources

## Identification and Referrals

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2:0 Students with disabilities to be considered for specialist educational support may be identified and referred by a variety of persons, such as class teachers and parents.

2:1 All referrals must be made through the Principal

2:2 Parents/caregivers will be notified of any referral for support

## INDIVIDUAL EDUCATION PLANS (IEP)

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The plan outlines up to three Priority Goals of students eligible for Verification. These goals underpin the curriculum of the particular student and are embedded across subject areas.

