



Edinburgh College

Students with Individual Learning Needs Policy

Document History

This policy is to be ratified by the School Council on April 2022

The life cycle of this policy is three years. It will be reviewed in 2025

Rationale

Edinburgh College is committed to providing a safe, secure and stimulating learning environment for all students, where their spiritual, mental, physical and emotional well-being is a priority. This includes, but is not limited to Indigenous and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable. In addition, it is recognised that effective student learning is closely linked to student welfare, and that some students may require individualised programs and additional interventions to help support them to learn to their true potential.

Aims

The aims of the Students with Individual Learning Needs Policy are to:

- be compliant with the *Disability Discrimination Act 1992*, and the *Disability Standards for Education, 2005*.
- be compliant with Nationally Consistent Collection of Data (NCCD)
- provide all students with an education that is appropriate to their individual needs within the limitations of curriculum options and available human resources
- coordinate physical and human resources to maximise their effectiveness for students
- ensure successful learning for students with disabilities by providing programs with clearly identified outcomes
- involve parental consultation and participation

Definitions

Disability: The Disability Discrimination Act 1992 states that disability, in relation to a person, means:

1. total or partial loss of the person's bodily or mental functions total or partial loss of a part of the body
2. the presence in the body of organisms causing disease or illness
3. the presence in the body of organisms capable of causing disease or illness the malfunction, malformation, or disfigurement of a part of the person's body
4. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
5. 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.

On the same basis: Education providers must ensure that a student with disability has opportunities and choices in admission and enrolment that are comparable to those offered to students without disability. An education provider must make any decisions about admission or enrolment on the basis that, if required, reasonable adjustments will be provided to the student once they have enrolled.

Reasonable Adjustments: A reasonable adjustment is a measure or action – including an aid, facility, or service – that assists a student with disability to apply for admission or enrolment on the same basis as a student without disability. Reasonable adjustments balance the needs of all parties without imposing unjustifiable hardship. They must be made in consultation with the student or their parents/carers, carers, or their associates.

As per part 3.4 of the Disability Standards for Education 2005, an adjustment is reasonable in relation to a child or student with a disability if it balances the interests of all parties affected. Note: judgements about what is reasonable for a particular child or student, or a group of children or students, with a particular disability may change over time.

In assessing whether a particular adjustment for a child or young person is reasonable, regard should be had to all the relevant circumstances and interests, including the following:

1. the child or student's disability
2. the views of the child or student or the child or student's associate, given under section 3.5 of the Disability Standards for Education 2005
3. the effect of the adjustment on the child or young person, including the effect on the child or student's:
 - a. ability to achieve learning outcomes
 - b. ability to participate in courses or programs
 - c. independence
4. the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other children or students
5. the costs and benefits of making the adjustment.

Note: a detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a child or student. The type and extent of the adjustments may vary depending on the individual requirements of the child or student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Adjustments may not be required for a child or student with a disability in some circumstances. In assessing whether an adjustment to the course or program in which the child or student is enrolled, or

proposes to be enrolled, is reasonable, the educational provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Education providers can make reasonable adjustments:

1. in the classroom
2. in the playground
3. to excursions and camps
4. to the premises.

Student Enrolment

The *Disability Standards for Education 2005* set out a process whereby education providers can meet their obligations to make reasonable adjustments where necessary to ensure that students with disabilities are able to participate in education and training on the same basis as students without disabilities.

The process includes:

- Consultation with the parents and student regarding the nature of the disability; including reviewing any current medical reports and/or diagnoses which may contain possible recommendations to support the child in question
- In-school assessment by Learning and Teaching Coordinator, which may be taken into consideration of whether an adjustment is necessary
- If an adjustment is necessary, identification of a reasonable adjustment
- Making the reasonable adjustment
- Make any recommendations necessary to support the family who may need to seek further professional advice outside of the college

Implementation

To support students with Disability, (as defined by the *Disability Discrimination Act 1992*), the following people may be involved in the planning, collaboration, documentation and delivery of adjustments:

Learning Support Coordinator

Learning Support Teachers

Education Support Officers (ESO's)

Classroom/Subject teachers

Wellbeing Coordinator

Learning & Teaching Coordinator

Careers/VCE Coordinator

Counsellor/Chaplaincy

Principal/Head of Primary/Secondary

Allied Health professionals such as Speech Pathologists, Paediatricians, Psychologists, Occupational Therapists

The Learning Support Coordinator will:

- plan for successful learning outcomes for students with disabilities
- recognise each student as an individual with specific needs
- work collaboratively with class/subject teachers to implement adjustments and programs, either in class or withdrawal situations
- manage the identification process of students who require learning support
- assist in the management of resources available for students with special needs
- support students with Disability and their families during any required behavioural improvement processes at Edinburgh College
- monitor, evaluate and review programs supporting students with special needs
- liaise with Principal to ensure compliance with NCCD
- train/coordinate/timetable ESO's who are working with Student Disabilities
- facilitate weekly staff meeting for Learning Support Staff
- participate in relevant training and development
- read and disseminate key points from Allied Health Assessment reports
- maintain electronic and hard copy files on all Disability students

Process

Edinburgh College follows the NCCD process for students with Disability

Step One

The Learning Support Coordinator is notified that a student may be in need of support by:

- receipt of a professional Allied Health assessment

- low PAT and/or NAPLAN results
- classroom/subject teachers, and/or parents

Step Two

The Learning Support Coordinator collects and collates all relevant information. This may involve observation, discussions, further assessment (internal and/or external) and research. Collaboration occurs with all relevant parties and may occur via phone, email, meeting, Google Meet. If warranted, this leads to the development of reasonable adjustments (and on occasion SMART goals) that are recorded on the *NCCD Summary of Adjustments proforma*.

Adjustments may include:

1. changing activities or modifying curriculum and reports in line with a student's needs
2. different ways to access information
3. using assistive technology like voice recognition software
4. changing class schedules or locations
5. timetabled ESO and/or LS Teacher assistance in class or in withdrawal setting, 1-1 or small group
6. changing the premises – for example, installing ramps.
7. offering different assessment options – for example, oral assessments instead of written, or multiple-choice questions
8. extra time to finish class work, projects or exams
9. modified activities, excursions -if a student cannot take part in an activity, an alternative may be offered
10. specialised professional development or training for teachers and other staff as needed.

Step Three

The adjustments are made by classroom teachers and Learning Support Staff. Records are kept of what supports are given. The Disability student may be involved individually or in a small group, in research based intervention programs supplementary to the curriculum (for example, Macqlit - Yr 4-6, Nessy -Yr 2-3).

Step Four

The adjustments are monitored and reviewed collaboratively with all relevant parties a minimum of once every 6 months and more frequently if necessary. Teachers also record the frequency the adjustments are utilised, as well as stating the location of evidence of where the adjustments are in programming, on the *NCCD Summary of Adjustments proforma*.