

SCOTCH COLLEGE



Teacher Information

Student Inclusion

Purpose

The College respects and aims to meet the diverse needs of all students at the College and develop young adults of character with a strong understanding of self, a passion for sustained learning and spiritual inquiry who will become valued members of the global community.

The College aims to respond appropriately and reasonably, within its available resources, to students who may experience barriers to inclusion. Such barriers may arise for:

- students with diagnosed disabilities or identified learning difficulties
- students with learning differences
- students who are gifted and talented in one or more aspects
- students who identify as LGBTQI+
- students with social, behavioural or emotional difficulties
- Indigenous students
- students from rural and remote communities
- students from different religions or belief systems, and
- students from culturally and/or linguistically diverse (CaLD) backgrounds.

This policy is:

- designed to guide consideration of whether and how the College can provide for a student, taking into careful and informed consideration a range of factors including but not limited to the student's safety, emotional and social wellbeing, physical limitations, potential for meaningful participation in the opportunities offered by the College and the capacity for the College to provide effectively for the student's needs,
- the [SCSA Student Diversity Statement](#), and
- is in keeping with the International Baccalaureate philosophy, which states:

*"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving."
(Meeting student learning diversity in the classroom.)*

Scope

All staff

Sources of Authority

Australian Human Rights Commission Act 1986 (Cth)

Disability Discrimination Act 1992 (Cth) (DDA) and the Disability Standards for Education 2005 (DSE)

Equal Opportunity Act 1984 (WA)

National Principles for Child Safe Organisations

Racial Discrimination Act 1975 (Cth)

School Education Act 1999 (WA)

Sex Discrimination Act 1984 (Cth)

Work Health and Safety Act 2020 (WA)

Roles and Responsibilities

Executive Responsible: Headmaster

For the purposes of this policy, the following staff responsibilities are relevant.

Heads of School are responsible for ensuring staff compliance with this policy and for ensuring optimal student experiences within their subschool.

The **Head of Boarding** is responsible for ensuring the individual needs of all boarding students are understood, appropriately and comprehensively met.

The **Director of Teaching and Learning** is responsible for ensuring the College provides quality, equitable, age-, culturally and developmentally appropriate learning opportunities to all enrolled students.

Deputy Heads of School (Pastoral Care) are responsible for the effective implementation of this policy in their sub-school via other staff, especially those with particular pastoral care responsibilities.

Deputy Heads of School (Teaching and Learning) are responsible for the effective implementation of this policy in their sub-school via their Curriculum Leaders and Assistant Curriculum Leaders. The Deputy Heads of School (T&L) will also work with the Inclusive Education Coordinator (Years 6-12) / Head of Academic Support (Junior School) to ensure evidence is collected to support funding applications and decisions relating to students in their sub school with a diagnosed or imputed disability.

School Psychologists provide psychological support for all students who require it. They are responsible for developing Learning Adjustment Plans (LAPs) for those students with a diagnosed Learning Disability in collaboration with parents/guardians. These will be shared with all staff.

The **Inclusive Education Coordinator (Years 6-12) or Head of Academic Support (Junior School)** is responsible for coordinating and completing funding applications for all students with diagnosed or imputed disability. Together with the Deputy Heads (Teaching and Learning), they will make sure evidence is collected to support their funding applications and decisions.

The **Head of Enrichment** is responsible for the coordination, oversight and monitoring of a programme that extends and enriches the learning of students who are identified as Gifted and Talented.

The **Chaplain** supports the wellbeing of all students across the College. The Chaplain delivers programmes as required, to groups of students and, through Chapel and assemblies, to subschools.

Pastoral Care team. Certain staff have a particular responsibility for developing and delivering the College's pastoral care student programme. This involves taking overall responsibility for the welfare,

wellbeing, behaviour, and personal development of all students in their house (House Heads in Senior School), year (Heads of Year in Middle School), class (Classroom teachers in Junior School) or residence (Heads of Residence, Boarding).

All **Staff** have responsibility for the learning and pastoral care of students at the College. It is expected that staff:

- work together in a supportive and cooperative manner in the best interests of the students
- establish positive teacher–student relationships that are based on trust and mutual respect
- foster strong partnerships between the College, parents and the community.

Parents are responsible for providing to the College, both at and post enrolment, all diagnoses and assessments from a paediatrician and/or allied health professional that provides information or insight into a student’s language proficiency, disability or other additional needs, including any adjustments required. If their child receives support through the National Disability Insurance Scheme (NDIS), the information from that assessment should also be shared, to determine the student’s needs at school.

Policy

The College recognises that student wellbeing is a prerequisite for effective learning in schools and, accordingly, considers this both at a College level and individual student level; creating the right balance of both is a key focus.

We celebrate diversity and promote respect of background, culture, ethnicity, religion, language, perspective and ability, to increase understanding and valuing of difference.

The College environment is conducive to engaged, positive and holistic student learning, experiences and development. To maintain such an environment, we prioritise:

- a focus on the whole student
- the provision of an engaging, stimulating and rigorous educational and learning experience that is inclusive, fulfilling, safe and welcoming, and designed to achieve desired learning outcomes
- engagement of all members of the College community as providers of pastoral care
- student safety, healthy relationships, physical, emotional and cultural safety
- physical and mental health
- teaching and modelling positive behaviours
- the provision of opportunities to connect to culture

- respect for all members of our College and wider community.

Enrolment

Parents are required to disclose all diagnoses and provide to the College all information relevant to their child's level of ability and/or additional needs at school.

In considering each enrolment application, the College will take a balanced and evidence-informed decision on whether it can equitably meet the educational requirements of the student.

The overall best interests both of the individual student and all students enrolled at the College are paramount.

Participation

The College upholds a competent and coordinated approach across policies, procedures, curriculum and practices that promotes:

- equitable support for students to learn, contribute and participate fully in the wide range of opportunities offered; and
- high expectations for students to achieve their potential.

Curriculum development and delivery

All enrolled students will be afforded access to equitable curriculum, teaching and educational opportunities, and will be able to reasonably participate in all College activities, both curricular and co-curricular.

The College will plan and implement appropriate strategies to improve the effectiveness of teaching for students with disability, exceptional potential or other additional needs.

In collaboration with parents and relevant stakeholders, a Learning Adjustment Plan (LAP) will be developed for each student with a diagnosed Learning Disability (LD).

Accreditation and training

Staff will be provided relevant and appropriate professional learning to enhance their knowledge, build professional competence and inform better inclusive teaching practices.

Sharing of good practice and professional learning is standard practice.

Support services

A student's individual needs will be assessed, reasonable adjustments* provided and/or appropriate differentiation applied to teaching strategies to enable those identified as needing support and intervention to participate in education on the same basis as their peers and achieve optimal educational outcomes.

In considering the provision of reasonable adjustments for a student, the College will properly consider what is fair and reasonable in the circumstances, including whether the associated cost or difficulties would impose unjustifiable hardship on the College.

The identification processes and effectiveness of these adjustments and interventions will be monitored and regularly reviewed by the appropriate staff member(s) on an as-needs basis to ensure their optimum effectiveness.

Elimination of harassment and victimisation

The College is committed to:

- a positive, proactive and preventative approach to building a culture of inclusion and intentional intervention, as required, to protect students from all forms of child abuse and neglect, bullying, harassment and victimisation, including online abuse and cyber bullying
- raising awareness of diversity of background, culture, ethnicity, religion, language, perspective, and ability, to increase understanding and valuing of difference
- providing access to appropriate pastoral and psychological support to all students who require it
- providing age-appropriate education to students and explicit education and training to the College community that supports positive behaviour and cultivates an understanding of how student wellbeing reinforces effective teaching and learning.

Consultation and effective partnerships are maintained between the College, parents and professionals that, wherever possible, also actively involve students so that decisions are in the best interests of each student.

Reporting Obligations

The College will comply with all conditions prescribed by the Commonwealth or State Government

- relating to reporting of child safety incidents and concerns, and

- for the use of and accounting for funding related to students with disability, including reporting obligations relating to:
 - the year of schooling;
 - the categories of enrolled students' disabilities (physical, cognitive, sensory or social/emotional); and
 - the level of adjustments the College makes to provide for its students' needs.

Breach and Consequences

Breach of this policy by staff may result in disciplinary action.

Related Policies and Procedures

[Academic Enrichment Policy](#)

[Academic Support Procedure - Senior School](#)

[Academic Support Program – Junior School](#)

[Child Safety Policy](#)

[Child Safety and Wellbeing - Junior School](#)

[Disability Discrimination](#)

[Duty of Care - Junior School](#)

[Enrichment Program – Junior School](#)

[IDEA Statement](#)

[Inclusive Education Programme - Senior School](#)

[Inclusive Education Programme - Middle School](#)

[Enrolment Policy](#)

[Language Policy](#)

[PYP Language Policy – Kindergarten to Year 5](#)

[Senior School Case Management Outline](#)

Student Duty of Care Policy

IBO Access and Inclusion Policy

SCSA Equitable access to assessment

Definitions

***Adjustments**

Actions taken to enable a student with disability to access and participate in education on the same basis as other students. Adjustments reflect the assessed individual needs of the student. (NCCD 2020a)

Indigenous students

An Indigenous student is a student who self-identifies as a member of an Australian Aboriginal and/or Torres Strait Islander people.

Students from Culturally or Linguistically Diverse (CaLD) Backgrounds

These students generally have a first language other than English and are likely to have diverse educational backgrounds. Their previous educational experiences may range from limited to experiences that are equivalent to same-age peers in Australia. Their literary skills in the first language (or another language) may range from little-to-none to excellent. They may have learned English as a foreign language and may have had different exposures to written and oral English.

Students with diagnosed disabilities

These students have a diagnosed vision, hearing, intellectual, physical, social/emotional, autistic or multiple disability or impairment, as defined by the Disability Discrimination Act 1992 (Cth).

Students with learning difficulties

These students do not have a diagnosed disability but exhibit difficulties in one or more key areas of academic learning. They may also include students with social and emotional issues. Examples of learning difficulties include:

- Auditory and/or Visual discrimination difficulties
- Non-specific neurological processing disorders
- Periodic social and/or emotional needs

Students who are Gifted and Talented

These students are identified as having the potential to be among the top 10% of their same-age peers. They may exhibit distinctly above-average aptitudes in one or more of the following areas:

- Intellectual
- Creative
- Social
- Physical

Some students are "twice exceptional", often abbreviated as "2e". These students have both exceptional abilities or talents and one or more disabilities or challenges.

Created 11 December 2023; Last reviewed 7 November 2024.