



Disabilities and Impairments

Rationale:

Student engagement is influenced by a wide range of factors. Kambrya College recognizes that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this.

Aim:

Kambrya College ensures an inclusive environment where student engagement is underpinned by policies reflecting the following acts: The Equal Opportunity Act 2010 (Vic), The Charter of Human Rights and Responsibilities Act 2006 (Vic), The Disability Standards for Education 2005, Discrimination Act 1992 and The Education and Training Reform Act 2006 (Vic). This policy should be read in conjunction with *Ministerial Order 870-Child Safe Standards*, and the college's *Statement of Commitment to Child Safety*. To ensure ease of access to relevant policy for community members, Kambrya College articulates the following components of student engagement and inclusion as separate policies under the overarching framework of student engagement and inclusion.

Student Engagement and Inclusion Policy Framework:

- Community Code of Conduct
- Child Safe Code of Conduct
- Attendance Policy
- Anti-Bullying Policy
- Equal Opportunity and Anti-Harassment Policy
- **Disabilities and Impairments Policy**
- Discipline Procedures
- Student Safety: Responding to Critical Incidents Policy
- Uniform
- Class Formation

The policies that sit within the Student Engagement and Inclusion Policy framework reflect the school community's aspirations and the unique local context of Kambrya College. This is critical to developing a positive school culture and supporting a school council's strategic aims.

Program for Students with Disabilities (PSD)

Under section 32 of the Disability Discrimination Act 1992, education providers must comply with the Disability Standards for Education 2005. The Disability Standards set standards for education and training providers including Victorian government schools. To comply with the Standards education providers must make '**reasonable adjustments**' to accommodate a student with a disability.

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may, or may not require additional resources. Some students benefit from small adjustments to the curriculum such as the delivery of instructions in writing rather than verbally, sitting at the front of the classroom, or taking regular breaks to get up and move limbs or stretch their back. Some require more substantial adjustments, such as assistance with self-care or intensive supervision.

The Standards apply to all students with a disability, not just those who are eligible for support under the PSD.

Adjustments may include a combination of the following:

- Removing physical barriers to buildings.
- Modifying programs and adapting curriculum delivery and assessment strategies.
- Providing ongoing consultancy support or professional development and training for staff.
- Specialised technology or computer software or equipment.
- Provision of study notes or research materials in different formats.
- Services such as sign language interpreters, visiting school teams or specialist support staff.
- Additional personnel such as tutors or aides for personal care or mobility assistance.

All students on the PSD and any other student with a disability will have an Individual Learning Plan (ILP) which will be developed collaboratively between the student/parents and teachers.

Teachers are responsible for familiarising themselves with the materials published on the Victorian Curriculum site, particularly 'Towards Foundations Level Victorian Curriculum', curriculum materials designed for students with disabilities which supports the delivery of Victorian Curriculum. For a small percentage of students with disabilities, their learning will be well below the Victorian Curriculum Foundation standards. Most of these students have a significant intellectual disability. 'Towards Foundation Level Victorian Curriculum' provides this cohort of students with access to curriculum content and standards that enables students to move toward the learning described at Foundation level.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

Levels A to D focus on progressing students from a pre-intentional to intentional engagement in learning. They support students to develop their independence as they explore, participate and engage in the world around them. As students' progress through these levels, the amount of support decreases as they proceed towards becoming independent learners.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress.

References:

<http://www.education.vic.gov.au/about/programs/needs/Pages/disabilityprogram.aspx>
<http://victoriancurriculum.vcaa.vic.edu.au/>
<http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners>
<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ables.aspx>
<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/disabilities.aspx>
<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/handbook.aspx>

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

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