

# Sacred Heart College



## Yarrowonga

### LT 3.2

## Learning Support Policy

Ratified by Leadership	Oct 2019
Responsibility for currency	Learning Support Leader
Year for next major review	2022
Record of revisions	2019 Added Vision & Grad Outcomes, inclusive education statement, information regarding DDA, NCCD etc.

## **RATIONALE**

The purpose of this policy is to support the inclusion of students with disabilities and additional needs at Sacred Heart College.

## **COMMITMENT TO CHILD SAFETY**

All students enrolled, and any child visiting, have a right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

## **INCLUSIVE EDUCATION**

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

## **VISION**

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

## **GRADUATE OUTCOMES**

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus;
- know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learner who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

## **VALUING DIVERSITY AND INCLUSION**

We value and celebrate diversity, especially cultural diversity, and we do not tolerate discriminatory practices. To achieve this, we:

- promote the cultural safety, participation and empowerment of Aboriginal students and their families,
- promote the cultural safety, participation and empowerment from culturally and/or linguistically diverse backgrounds (CALD) and their families,

- promote the personal safety, participation and empowerment of students with a disability and make them feel welcome and part of all aspects of school life.

## **LEGAL OBLIGATIONS**

All schools, as education providers, must comply with the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) (the Standards).

The Standards apply to all students with disabilities, not just those who are eligible for support under targeted funding programs.

## **REASONABLE ADJUSTMENTS**

Under both State and Commonwealth laws the College must make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

When planning an adjustment for a student, the school should consult with the parent/guardian/carer(s) and the student, through the Student Support Group process.

The College will consult the student, or an associate of the student, about whether the disability affects the student's ability to participate in the courses or programs for which the student is enrolled and use the facilities or services provided by the provider; and in the light of the consultation, decide whether an adjustment is necessary to ensure that the student is able to participate in the courses or programs provided by the College, and use the facilities and services provided by it, on the same basis as a student without a disability;

Adjustments that may be decided upon include ensuring:

- the curriculum, teaching materials, and the assessment and certification requirements for the course or program are appropriate to the needs of the student and accessible to him or her; and
- the course or program delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student; and
- the course or program study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion; and
- the teaching and delivery strategies for the course or program are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his or her disability, including through the provision of additional support, such as bridging or enabling courses, or the development of disability-specific skills; and
- any activities that are not conducted in a classroom, such as field trips, industry site visits and work placements, or activities that are part of the broader course or educational program of which the course or program is a part, are designed to include the student; and
- the assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

## **IMPLEMENTATION**

- Teachers are encouraged to complete the Disability standards for education 2005 eLearning modules which help schools and education providers understand their obligations under the disability standards for education legislation and develop their understanding the model applied to the nationally consistent collection of data on school students with a disability.

- Staff Meetings will be allocated for the Learning Support Leader or expert staff member or consultant to communicate information and strategies to staff on how to teach students with disabilities or those requiring adjustments.
- The Learning Support Leader will provide professional learning and support to staff on how to identify learning goals for students with a disability and how to complete the required documentation.
- The College will provide on-site professional learning for staff to build their capacity to teach students with disabilities or those requiring adjustments.
- Teachers are required to build their capacity to teach learners with disabilities/impairments and are asked to record this as required on their professional learning plan. When applying for external professional learning they are required to consider their teaching context, their learners' characteristics and needs, and their own level of learning.
- Teachers are responsible for engaging with the materials published on the Victorian Curriculum site, including the 'Towards Foundations Level Victorian Curriculum', curriculum materials designed for students with disabilities which supports the delivery of Victorian Curriculum.
- Where appropriate Learning Support staff will be appointed to support both in class and withdrawal support.
- Preparation of applications for special conditions for VCE Assessment and examinations will be part of the role of the Learning Support Leader.
- Specific learning needs and strengths will be identified through communication with feeder schools, discussion with students and their parents/guardians, on-going communication with staff and through testing.
- Information will be provided to all relevant staff concerning the specific learning needs and strengths of specific students, including information on successful strategies that can be used to address those needs/interests.
- Personalised learning pathways will be developed for students who are gifted and talented. The College implements a vertical curriculum structure in Year 10 to 12 allowing acceleration of students into more advanced courses. The Maths Pathways Program in operation at the College allows students who are gifted and talented to complete advanced learning.
- Specialised timetables will be developed, which support flexible program delivery aimed at better catering for specific needs.
- Extra courses targeted for small groups of students (such as Social Skills Education,) will be provided where possible.
- Support will be given to staff in the implementation of teaching strategies to enhance learning effectiveness for all students.
- Varied teaching and assessment strategies will be explored and promoted to address the specific learning needs of individual students.
- The Learning Support Leader is responsible for coordinating the staff and activities related to the effective implementation of this policy, including the provision of additional support where possible.
- The Learning Support Leader will coordinate Parent Support Group meetings in line with the Disability Standards and NCCD requirements.
- Staff will complete Personal Learning Programs as required for students with a disability and additional needs under NCCD guidelines under direction from the Learning Support Leader.
- The College will take reasonable steps to ensure that staff and students are aware of their obligation not to harass or victimise students with a disability or students who have associates with a disability and the appropriate action to be taken if harassment or victimisation occurs including complaint mechanisms.
- At the start of each year the Learning Support Leader/Leadership will reiterate to staff their obligation not to harass or victimise student with a disability or students who have associates with a disability and all staff are strongly encouraged to complete the DDA modules.

## **LINKED POLICIES**

- Complaints Policy
- Bullying Policy
- Learning and Teaching Policy

## **REVIEW**

This policy is to be reviewed at least every three years and we undertake to seek feedback from students, parents, carers, staff and volunteers.

Originally Ratified: July, 2016.

Next Review to be completed by: 2022