



FOR RUDOLF STEINER EDUCATION LTD.

INCLUSION POLICY

This policy commits Mumbulla School to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Mumbulla School strives to provide a safe, inclusive, and supportive school environment for all students and members of our school community.

It applies to all the school’s employees and students and has implications for the school community.

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A: Excerpt from *Disability Discrimination Act and Amendments 1992*8

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15/6/2017	Review and update	Reagan White	Board	As required
10/6/2021	Removal of out-of-date references & inclusion of additional definitions and other relevant information eg NCCD	Education Manager	Board	2023

1. POLICY

Mumbulla School aims to foster an inclusive school community and is committed to inclusive practices. Consideration is given to the social, emotional, educational, and physical needs of students in the school setting. The school encourages and promotes respect for differences in ability as well as diversity in culture, race, gender identity, ethnicity, religion, and social backgrounds.

Mumbulla School aims to be inclusive of students with disabilities and additional learning needs.

2. INTRODUCTION

Mumbulla School acknowledges and celebrates diversity of backgrounds, beliefs and experiences in our school community, and we will not tolerate behaviours, language or practices that label, stereotype or in any way vilify others.

Mumbulla School aims to:

- ensure that all students and members of our school community are treated with respect and dignity.
- ensure that students are not discriminated against and where necessary, are reasonably accommodated to participate in education and all school activities (eg schools sports, concerts, excursions, incursions, camps) on the same basis as their peers.
- acknowledge and respond to the diverse needs, identities and strengths of all students.
- encourage empathy and fairness towards others.
- challenge stereotypes that promote prejudicial and biased behaviours and practices.
- contribute to positive learning, engagement, and wellbeing outcomes for students.

3. DEFINITIONS

Access means that the school will create the necessary conditions to enable students, staff, parents, carers, and visitors desiring to access all areas of the school to do so with ease.

Additional Needs refers to any specific needs a student may have that requires the school to adjust the school environment or programs to enable the student to receive maximum benefit from their school experience. This term may be used to refer both to students who have needs arising from a disability or condition that has been formally diagnosed and to those students whose needs have not been formally diagnosed but have become apparent in the school setting.

Disability, according to the *Anti-Discrimination Act NSW (1977)* means—

- (a) total or partial loss of a person's bodily or mental functions or of a part of a person's body, or
- (b) the presence in a person's body of organisms causing or capable of causing disease or illness, or
- (c) the malfunction, malformation or disfigurement of a part of a person's body, or

- (d) a disorder or malfunction that results in a person learning differently from a person without the disorder or malfunction, or
- (e) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Discrimination can be both direct and indirect. Direct discrimination involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, religion, parental status, gender identity, sexuality or cultural background. Indirect discrimination occurs when everyone is treated in the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.

Inclusive education means that all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender identity, sexuality or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by school culture, policies and everyday practices.

Reasonable adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while considering the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth)).

4. RIGHTS & RESPONSIBILITIES

Rights

All children at Mumbulla School have the right to:

- be listened to and be treated with respect.
- feel pride in their learning and experience success.
- feel safe and secure in a respectful social environment and a safe physical environment.
- participate in learning programs both designed as a whole class and as individual learning plans.
- be supported towards achieving a common set of learning goals and competencies.
- be educated with their peer group.
- receive advocacy for their needs.

All teachers and staff at Mumbulla School have the right to:

- to be listened to and be treated with respect.
- be supported towards achieving a common set of teaching goals and competencies.
- contribute their ideas to the curriculum and the culture of the school and have their ideas respectfully listened to.
- receive advocacy and mentoring for their needs to experience success in their teaching/work performance.

All parents and carers at Mumbulla School have the right to:

- to be listened to and be treated with respect.
- feel pride in their children's learning.
- experience achievement for themselves and their children.
- know that their children are in a safe, secure, and respectful social environment and a safe physical environment.
- feel confident that their children are participating in learning programs designed for them as individuals and as part of a whole class.
- contribute their ideas to the culture of the school.
- receive advocacy for their needs.

Responsibilities

All children at Mumbulla School have the responsibility to:

- care for the wellbeing and learning opportunities of each other.
- respect difference.

All teachers at Mumbulla School will strive to ensure that all children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles and abilities.
- have challenging targets that enable them to succeed.
- participate to their full potential, regardless of disabilities or additional needs.
- support respectful and safe behaviours through the school.

All teachers at Mumbulla School will ensure that the work undertaken by children with disability or additional needs:

- considers their pace of learning and the equipment they use.
- takes account of the effort and concentration needed by the child in oral work, or when using specialised equipment, eg. visual aids.
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials.
- allows for them to take part in educational visits and other activities linked to their studies, including excursions and camps.
- uses assessment techniques that reflect their individual needs and abilities.

All parents and carers at Mumbulla School have the responsibility to:

- promote inclusion throughout the school and its community.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- support the school in its efforts at inclusion.

- encourage their children to appreciate and value difference throughout the school community, primarily through modelling behaviours.
- bring to the attention of the school any issues around inclusion within their family or the school community.
- follow the Inclusion Policy and other school policies which support respectful and safe behaviours through the school.

The school has the responsibility to:

- promote inclusion throughout the school.
- provide an environment that allows all children full access to all areas of learning, including wheelchair accessibility at designated points of entry for the school and a toilet suitable for wheelchair users at ground level.
- ensure that buildings, grounds and equipment are regularly maintained and that additional facilities are sought to ensure access if necessary.
- provide appropriate professional development for teachers and assistants and, where possible and appropriate, to the school community.
- liaise with parents and outside agencies to gather information and assess the individual needs of the child before enrolment. Where external resources are available, the school will ensure that every effort is made to access these to support a child who has disabilities or additional needs.
- follow the guidelines of the *Enrolment Policy* re enrolment of children with disabilities and additional needs.

4.3 Specific Responsibilities

The responsibility for inclusion of students with disabilities and/or additional needs is shared throughout the whole school. However specific responsibilities rest with specific groups and individuals:

- **Education Manager** informs parents prior to enrolment about support that is available. Is responsible for organising any mentoring and/or support for the class teacher in provision of programs, and for organising relevant professional development. See also Excursions and Camps policy for further inclusion responsibilities.
- **Parents/Carers** are responsible for providing information about their children's additional needs before, or on, enrolment and in a timely manner thereafter to allow the school to understand and meet their child's needs. This may include developmental history, documentation relating to previous or external assessments and any relevant changes affecting their child.
- **The Class teacher** is responsible for the provision of an inclusive learning environment and the fostering of an inclusive and welcoming atmosphere. The class teacher is responsible for the adaptation and provision of individual learning programs to meet the student's needs and to provide guidance for a classroom assistant where relevant. The class teacher is also responsible for liaising with parents and outside agencies to gather information and assess the individual needs of the child to adequately support their needs within the classroom. Where external resources are available, the school will ensure that every effort is made to access

these to support a child who has disabilities or additional needs. It is also the responsibility of the Class Teacher to ensure that all school staff are sufficiently informed about a student's needs to provide proper care and support in the playground, in specialist classes and generally throughout the school day.

- **Class Assistants** are responsible for following the teaching plan for children with disabilities and additional learning needs. Classroom assistants contribute to the inclusive learning environment.
- **The Learning Support Teacher** is responsible for assisting in the development, resourcing and monitoring of Individual Learning Plans, coordination of learning support team meetings and where necessary arrange, in consultation with parents and the School Counsellor, referrals to external professionals.

The responsibility for creating an inclusive school culture is shared throughout the whole school.

5. STRATEGIES

To maximise inclusion, the school will:

- provide learning environments which aim to include all students: in the classroom, in the playground and in extracurricular programs and activities, educating children together in supported, age-appropriate activities.
- abide by the legal obligations set out in the *Disability Discrimination Act and Amendments 1992* (Attachment A)
- prepare and implement Individual Learning Plans or otherwise adapt curriculum and extracurricular activities to meet the needs of students with disabilities or additional learning needs. This will be done by the class teacher with the assistance of the Learning Support team including the School Counsellor, Learning Support teacher/s, classroom assistant/s, parent/carer and external consultants where needed.
- arrange for teachers and other school staff to undertake appropriate professional development to meet the needs of students with a disability and/or additional needs.
- place a high priority on taking a team approach in the development of educational programs and in the provision of opportunities for parents of students with a disability and/or additional needs to communicate with teachers and other staff about their child's needs. With the consent of parents, the school may seek assessment from or otherwise consult external professionals in relation to the needs of students.
- provide regular, outcome-based assessment for the student, which will form the basis for any modification to the individual learning plan.
- identify possible sources of funding for Integration programs and other learning support programs and prepare submissions for these.

- regularly review school policies to ensure that appropriate mention is made of aspects of inclusion and that the content and language of policies generally reflect an attitude of inclusiveness. (Specific reference to inclusion is made in the *Learning Support* policy, the *Enrolment* policy, the *Anti-Discrimination* policy and the *Excursions and Camps* policy.)

6. NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY (NCCD)

All schools and approved authorities for schools in Australia participate in the NCCD annually. The NCCD collects data about school students with disability across Australia in a consistent, reliable and systematic way. In practice, such students will be receiving reasonable adjustments from the school so that they are able to participate in education *on the same basis* as other students, as required by the Disability Standards for Education.

The data for the NCCD is submitted to the department as at the reference date of the first Friday in August.

Data collected through the NCCD is used:

- to support evidence-based policy development and future planning related to school students with disability.
- to inform Australian Government recurrent funding for schools, specifically through the Commonwealth share of the Schooling Resource Standard and the annual student with disability loading.
- for national reporting related to schools (such as the Report on Government Services and the Annual National Report on Schooling in Australia)

The NCCD is used to calculate the student with disability loading in recurrent funding for schools provided by the Australian Government. This loading is based on the level of adjustment being provided to the student.

REFERENCES

Disability Strategy, A Living Document: Improving outcomes for children and young people, and their families. Website: education.nsw.gov.au

Nationally Consistent Collection of Data on School Students with Disability (NCCD)
<https://www.nccd.edu.au/sites/default/files/2021%20NCCD%20Guidelines.pdf>

Relevant legislation:

- [Anti-Discrimination Act 1977 \(NSW\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)

ATTACHMENT A

DISABILITY DISCRIMINATION ACT 1992

Section 22

Education

- (1) It is unlawful for an educational authority to discriminate against a person on the ground of the person's disability or a disability of any of the other person's associates:
- (a) by refusing or failing to accept the person's application for admission as a student; or
 - (b) in the terms or conditions on which it is prepared to admit the person as a student.
- (2) It is unlawful for an educational authority to discriminate against a student on the ground of the student's disability or a disability of any of the student's associates:
- (a) by denying the student access, or limiting the student's access, to any benefit provided by the educational authority; or
 - (b) by expelling the student; or
 - (c) by subjecting the student to any other detriment.
- (2A) It is unlawful for an education provider to discriminate against a person on the ground of the person's disability or a disability of any of the person's associates:
- (a) by developing curricula or training courses having a content that will either exclude the person from participation, or subject the person to any other detriment; or
 - (b) by accrediting curricula or training courses having such a content.
- (3) This section does not render it unlawful to discriminate against a person on the ground of the person's disability in respect of admission to an educational institution established wholly or primarily for students who have a particular disability where the person does not have that particular disability.
- (4) This section does not make it unlawful for an education provider to discriminate against a person or student as described in subsection (1), (2) or (2A) on the ground of the disability of the person or student or a disability of any associate of the person or student if avoidance of that discrimination would impose an unjustifiable hardship on the education provider concerned.