

- flexible learning environments facilitate accessible learning experiences where:
  - outcomes are planned and tracked
  - meaningful reporting is undertaken
  - appropriate certification is awarded.

#### Services

- consultative school based teams draw input from various services including Brisbane Catholic Education personnel, other professionals, agencies and associations.

#### Partnerships

- educational partnerships are established in schools and with schools.<sup>8</sup>

#### Transition (Managing Change)

- students move into new learning environments with support
- student transition is monitored

<sup>8</sup> Educational Partnerships in Schools and with Schools, (1999)

<sup>9</sup> National Safe Schools Framework, (2004)

#### Glossary

**Adjustment/s** - A measure or action or a group of measures or actions taken by an education provider that has the effect of assisting a student with a disability.

**Reasonable Adjustment** - An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

**Adjustment Profiling** - An Education Adjustment Program incorporates the diagnosis and verification of a disability followed by a profiling of the adjustment/s required to assist the student's learning.

**High Support Needs** - A student with a disability who requires significant support/ adjustments to access the curriculum.

**Flexible Learning Environment** - An environment that uses effective design, techniques and approaches to engage successful learning and independence.

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- accurate records are kept
- timely planning occurs
- relevant networking is undertaken
- resourcing for adjustments is negotiated.

#### Student Safety and Wellbeing

- all members of a school community seek to create and promote safe, supportive, inclusive learning environments (*National Safe Schools Framework*)<sup>9</sup>
- social/emotional support is provided
- victimisation and harassment is addressed appropriately
- grievances of students, teachers, parents and caregivers are managed with empathy, confidentiality and in a timely manner.

#### Professional Development

- staff of Brisbane Catholic Education are engaged in appropriate professional development to fully understand and implement this policy.

**Tracking** - Keeping accurate records of the student's development that monitor effectiveness, reflect on teaching strategies and communicate outcomes.

**Individual Educational Plan (IEP)**: A document that relies on partnerships with parents/caregivers and relevant others to monitor adjustments and review outcomes.

**Education Adjustment Program (EAP)** - A system for identifying the educational adjustments that are provided by a school to meet the learning and teaching needs of students with disabilities.

**Enrolment Application and Support Procedures (EASP)** - A consultative process developed by Brisbane Catholic Education to determine the educational needs of the student applying for enrolment and to plan for the adjustments to support the student's access and participation at school.



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**ARCHDIOCESE OF BRISBANE  
CATHOLIC EDUCATION COUNCIL**

**POLICY**

**STATEMENT-**

**Students with  
Disabilities**

**FOR BRISBANE CATHOLIC  
EDUCATION SCHOOLS**

**FEBRUARY 2007**



## Foreword

This revised policy statement reflects the Archdiocese of Brisbane's commitment to the principle of valuing diversity for all students within Catholic schools. The implementation of this policy will ensure that all students experience equitable access, participation and success across their years of schooling.

Pope Benedict XVI in his encyclical letter *Deus Caritas Est (On Christian Love)* challenges us to be part of a community of love. In belonging to such a community we reach out to all our brothers and sisters acknowledging their immediate needs and specific situations.

As a community filled with the vision of Christ we seek to care for and meet the educational needs of those students with disabilities. The Pope's encyclical further reminds us that we ought to do everything in our power to provide the resources and personnel needed for this work. The responsibility for implementing this policy will reside with Catholic schools and their dedicated staff who share in the overall mission of the Archdiocese.

I commend this policy to all staff engaged in the ministry of Catholic Education in our schools. I have no doubt that through the implementation of this policy our commitment to inclusive education in the overall mission of the Archdiocese will be strengthened.

Sincerely in Christ,

Most Rev John Bathersby DD

ARCHBISHOP OF BRISBANE  
FEBRUARY 2006

## STUDENTS WITH DISABILITIES

### POLICY

We are committed to quality inclusive schooling, empowering learners of all ages especially those who, because of a disability require significant adjustments to access the curriculum. We trust our shared community of learning will shape and enrich our changing world, by living the Gospel of Jesus Christ.

### INTRODUCTION

We are committed to creating 'prayerful, sacramental, just, peaceful, inclusive and reconciling communities'.<sup>1</sup>

*See what love the Father has given us, that we should be called children of God; and that is what we are.*  
(1 John 3:1)

Students with disabilities may require additional support in order to successfully achieve appropriate outcomes from their educational experiences. Brisbane Catholic Education provides student support services within a community of care to facilitate the inclusion of students with disabilities.

The services are based on a deep understanding of the vision and mission of Jesus and operate within a framework of international agreements, and national and state legislation. Effective approaches to learning and learners, and agreed procedures that assist with the processes of identification, planning, resourcing and implementation of appropriate educational adjustments are critical to achieving successful outcomes for the students.

### RATIONALE

The overarching Queensland Catholic Education Commission policy *Inclusive Practices in Queensland Catholic Schools*<sup>2</sup> has been developed on the principles of valuing diversity. It informs us of the responsibility to recognise human rights and to ensure reasonable adjustments are made to further enable the provision of access, participation and achievement for all students.

Brisbane Catholic Education's *Learning Framework*<sup>3</sup> which commits us to the concept and values of lifelong learning and development states that; 'Every learner is in some respect, like all others, like some others, like no other'. This policy, which addresses the particular support needs of students with disabilities, is linked closely to the values and goals of the *Learning Framework* and to the policy, *'Inclusive Practices in Queensland Catholic Schools'* 2001.

*'The Australian Disability Standards for Education'* (2005)<sup>4</sup>, formulated under the Disability Discrimination Act (1992)<sup>5</sup> clarify the obligations of educational providers to respect the rights of the student and to explore in partnership with families the most reasonable solutions that balance the interests of all parties.

Brisbane Catholic Education works with community professionals and parents towards identifying students requiring adjustments, and uses sound processes and procedures. This leads to the provision of programs and services that support those students with disabilities enrolled in our schools to participate fully in quality inclusive Catholic schooling.

### CONSEQUENCES

In implementing this policy, Brisbane Catholic Education, in partnership with families and others within the broader educational community will consider:

#### **Enrolment of students with disabilities**

- the student enrolls according to the Catholic Education Council *Enrolment of Students in Catholic Schools Policy*<sup>6</sup> and the accompanying guidelines
- the parent/caregiver notifies the school of the student's disability and/or high support needs
- the school arranges for the 'Enrolment Application and Support Procedures' (EASP) to be conducted
- the parent/caregiver is notified of the progress of the EASP procedures
- processes are conducted with dignity, respect, privacy and confidentiality.

#### **Participation of students with disabilities**

- schools welcome students with disabilities and their families
- schools respond to the needs of all students in their community of learners
- schools support all their students to participate in the full life of the school eg academic, spiritual, social and cultural.

#### **Curriculum planning, accreditation and delivery**

- partnerships are developed with key stakeholders including teachers, family, students and relevant professionals
- further relevant evidence is gathered about the learner and used to inform educational decisions.

An Individual Education Plan (IEP) is developed and implemented:

- special consideration policy<sup>7</sup> incorporated where relevant
- profiling for adjustments incorporated.

An Education Adjustment Program (EAP) completed:

- verification under a recognised disability completed
- profile of adjustments undertaken
- reasonable adjustments implemented
- relevant funding support sought
- regular review and evaluation undertaken
- appropriate assessment and reporting undertaken

<sup>1</sup> Vision Statement for Catholic Education in the Archdiocese of Brisbane, (2004)

<sup>2</sup> Inclusive Practices Policy, (1999)

<sup>3</sup> Learning Framework, (2003)

<sup>4</sup> The Australian Disability Standards for Education, (2005)

<sup>5</sup> Disability Discrimination Act, (1992)

<sup>6</sup> Enrolments of Students in Catholic Schools Policy, (2004)

<sup>7</sup> Policy on Special Consideration for School-Based Assessments in Senior Certification, (2006)