



**KOROWAL SCHOOL**

Innovating education with care | K - 12

Korowal School Limited

**Inclusive School Policy**

# Contents

1. Document Control .....	2
2. Policy Statement .....	3
3. Purpose .....	3
4. Scope .....	3
5. Related Policies.....	3
6. Legislation .....	3
7. Definitions .....	3
8. Principles.....	3
8.1 Safe and Supportive Environments.....	4
8.2 Respectful Relationships.....	4
8.3 Enhanced development for Students.....	4
8.4 Protection of Students.....	4
8.5 Culture of Safety .....	4
8.6 Discrimination .....	4
8.7 Procedural Fairness.....	4
9. Responsibilities .....	4
9.1 Principal or their delegate .....	4
9.2 Inclusive Education Coordinator and Wellbeing Coordinator.....	4
9.3 Teachers .....	4
9.4 Parents .....	5
10. Records.....	5

# 1. Document Control

**Document name:** Inclusive School Policy  
**Document owner:** Korowal School Limited  
**Frequency of review:** Within 5 years of last review  
**Approved:** Principal  
**Date approved:** September 2022  
**Status:** Current  
**Point of contact:** Principal

## Stakeholder distribution:

Distribution	Responsibility	Date
Executive	Review and Recommend for Approval	August 2027
Principal	Review and Recommend for Approval	September 2027

## Version control:

Version	Date	Updated by	Description
1.0	27/3/19	Executive Team	Final
2.0	5/9/22	Inclusive Education Coordinator	Draft

## 2. Policy Statement

Korowal School values Inclusive Education in its regular classrooms and in all school learning settings. We celebrate our diverse learners which range from students with additional learning and support needs and/or disabilities to High Potential and Gifted students, with combinations of these. An inclusive approach means that Universal Design for Learning is our best practice model, and this is balanced with providing the individual supports which can scaffold successful engagement in learning.

Under the Disability Standards for Education 2005, schools have an obligation to ensure students with additional learning and support needs are supported to equitably access and participate in education on the same basis as their peers. School is required to provide reasonable adjustments which respond to recommendations by health professionals and these are planned in collaboration with parent/carers and the student themselves, where appropriate.

## 3. Purpose

The purpose of this policy is to express Korowal School's welcome to all students, including students with additional learning and support needs. In providing planned universal and individual supports, students can participate on the same basis as their peers to achieve their greatest potential.

## 4. Scope

This policy applies to all members of the Korowal School community including students, parents and staff.

## 5. Related Policies

This policy is related to the School's other policies including, but not limited to:

- *Employee Code of Conduct*
- *Enrolment Policy*
- *Parents and Carers Code of Conduct*
- *Unlawful Discrimination, Harassment and Bullying Policy*
- *Whole of School Wellbeing Policy*

## 6. Legislation

This policy has been drafted to comply with the following legislation:

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*

## 7. Definitions

For a full list of the definitions relevant to the School's policies refer to the [Definitions Register](#)

## 8. Principles

Our policy enables us to meet the requirements of the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. We address and include enrolment adjustment plans, physical access, access to educational

programs and student support, and elimination of harassment and victimisation.  
The School adheres to the following principles:

#### **8.1 Safe and Supportive Environments**

The Student Discipline Policy supports the commitment by the School to create safe and supportive environments for students, employees and families. A safe environment is one where the risk of significant harm is minimised and students, employees and families feel safe and secure.

#### **8.2 Respectful Relationships**

The School values relationships, in which an individual's personal growth can flourish in connection with other people.

#### **8.3 Enhanced development for Students**

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of the School.

#### **8.4 Protection of Students**

The School is committed to fostering the wellbeing of students and to protecting them from any form of exploitation, abuse or neglect.

#### **8.5 Culture of Safety**

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

#### **8.6 Discrimination**

The School is committed to protecting students with disabilities from certain kinds of discrimination, particularly on the basis of age, race, sex, pregnancy, marital status and disability.

#### **8.7 Procedural Fairness**

Korowal School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and 'right to an unbiased decision'.

## **9. Responsibilities**

The School requires all stakeholders to support the Inclusive School Policy.

#### **9.1 Principal or their delegate**

- Publication and currency of the policy and support material.
- Notification to staff of any changes to this policy.
- Provision of advice on interpretation and implementation of the policy.
- Management and oversight of the policy and its implementation.
- Provision of advice and assistance to support staff on policy development, implementation and evaluation.
- Monitoring, evaluation and review of the Policy and supporting documents.
- Ensure that school practice meets the Disability Standards for Education 2005.

#### **9.2 Inclusive Education Coordinator and Wellbeing Coordinator**

- Facilitate meetings with the student and family, and to develop Individual Plans which are reviewed semesterly or as needed. A minimum ten-week timeframe before the review can ensure that the impact of any adjustments can be assessed.
- Distribute these plans to teachers to assist them in providing the required adjustments.

#### **9.3 Teachers**

- Apply the adjustments as outlined in the student's Individual Plan to the teaching and learning programs within classrooms.
- Communicate with their supervisors, Wellbeing Coordinator and Inclusive Education Coordinator when evaluating the impact of the adjustments in their classrooms.

#### **9.4 Parents**

- Participate in open discussions with the School and share all necessary information to ensure that the Individual Plan is relevant and current.
- Inform the School of any new developments, medical reviews, recommendations, further adjustments in a timely fashion.

## **10.Records**

Individual Plans are stored on the student's IP page on the school database and these are also communicated to any casual or specialist teachers who may be teaching the student.

The school maintains documented records of the decisions, plans and actions which support students with additional learning and support needs and/or disabilities which are moderated by the Learning and Support Team.

Parents receive a copy of all Individual Plans.