



## **A Position Statement on Learning & Teaching: Inclusive Education**

Learning and Teaching at St Vincent's '*as a place of shared stories and vibrant memories*' is supported by inclusive processes and policies for students with diverse learning needs in regular classroom settings.

The fundamental principle of an inclusive school is that all children should learn together wherever possible, regardless of any difficulties or differences that they may have.

At St Vincent's we are guided by the Queensland Catholic Education Commission (QCEC) 'Inclusive Practices in Catholic Schools in Queensland' statement that acknowledges:

- All students are valued for their uniqueness and their dignity as children of God
- The need for belonging and community is at the core of all human experience
- The responsibility for successful outcomes for all students is one which is shared by all members of the school community
- Students, families and educators who are within Catholic school communities are invited to be active participants

[QCEC Inclusive Practices \(2009\)](#)

### **Learning and Teaching Focus**

At St Vincent's, the Class Teachers (CT) has the primary responsibility for ensuring successful outcomes for all students. Through a range of collaborative and consultative processes, the ST:IE works in partnership with the CT at developing adaptable and dynamic differentiated curriculum experiences which acknowledges that the responsibility for successful outcomes for all students is one which is shared by all members of our school community.

### **Support Teacher Inclusive Education: ST:IE**

The Role of the ST:IE is to

- to develop a whole school commitment to inclusive practices in a dynamic and flexible educational environment
- to work in collaborative partnerships to achieve educational outcomes for all students

(adapted from Brisbane Catholic Educational ST:IE Role Statement)

As at 6/9/2010

## Types of Support Processes

In consultation with the Class Teacher, support for students with diverse needs may occur through:

- the Enrolment Application and Support Procedure process (EASP)
- the Concern about a Learner Process (CAL) Student Action Plans (SAP)
- the Education Adjustment Program (EAP) for verification of disabilities
- Individual Education Programs (IEP) for verified students
- planning appropriate curricula with class teachers for differentiated instruction
- individual, group and in class support for differentiated instruction

### Provision of services

Support Teachers: Inclusive Education can provide:

- Planning for implementation of Individual Education Plans (IEPs) with teachers/year level
- Assistance to class teachers planning differentiated curriculum experiences.
- Assistance developing Student Action Plans through the Concern About A Learner Process
- Short term intervention programs developed in consultation with the class teacher.
- Referrals to outside agencies e.g. Speech Pathologists, Occupational Therapists, Psychologists.

TYPE OF PROGRAM	INDIVIDUAL EDUCATION PLANS	CONCERN ABOUT A LEARNER STUDENT ACTION PLANS	CLASS SUPPORT
<b>TARGET GROUPS</b>	Verified students with IEPs	Students with significant academic delays in literacy and/or numeracy.  Students who require extension in curriculum areas	Class support in any curriculum area.
<b>SELECTION OF STUDENTS</b>	Students who have an Education Adjustment Profile and have been verified under II, ASD, SLI, SED, HI, VI or PI	Students referred through the CAL process by classroom teachers.  Students identified through the data provided by the Whole School Assessment program	In consultation with the class teacher.
<b>IMPLEMENTATION</b>	Individual or small group instruction.  In class or as identified in IEP.  Timetabled according to resource allocation	Individual or small group instruction in class as described in a Student Action Plan.  Usually in class support - some withdrawal – according to program	Flexible block timetable.

## **Strategies and Structures**

### **Enrolment Application and Support Procedure process (EASP)**

The EASP process operates within the Policy: students with Disabilities for Brisbane Catholic Education Schools. This policy Statement, consistent with the Vision Statement, reflects the ongoing commitment of Brisbane Catholic Education to the incorporation of inclusive practices in schools and is guided by the principles of justice as reflected with Church, education and legal areas.

### **Concern about a Learner (CAL) / Student Action Plan (SAP) *see link***

Should any staff member or parent have a significant concern about a student's learning and/or behaviour, a Student Action Plan may be developed in consultation with the CT. This plan is a short term course of action which sets achievable and measurable goals to meet the needs of the student.

### **Education Adjustment Program (EAP) *Appendix 1***

The Education Adjustment Program (EAP) is a process for identifying and responding to the educational needs of students who have been verified with one or more of the following EAP disability categories:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Impairment (II)
- Physical Impairment (VI)
- Social Emotional Disorder (SED)
- Speech-Language Impairment (SLI)
- Vision Impairment (VI)

The EAP process supports schools to:

- Identify students (from Prep – Year 12) who meet criteria for the EAP disability categories
- Report the educational adjustments they are making to meet the teaching and learning needs for these students.

### **Individual Education Plan (IEP)**

An IEP is a planning document for a student with a disability. It lists the impacts that a disability has on a student's learning and the adjustments that need to be made for the student to access the curriculum.

## **Weekly Learning Modifications**

For targeted students, the Class Teacher meets with a Support Teacher or School Officer to set weekly goals which modify the class program to meet the needs of the student.

## **Student Support Team Meetings (SSTM)**

A SSTM is convened when staff and parents remained concerned about the learner despite implementing a Student Action Plan. The Student Support Team may consist of the classroom teacher, year level liaison / admin person, parent/s and relevant learning support personnel. Other professional resource personnel may also attend.

## **Professional Resources Personnel**

BCE Consultant Inclusive Education  
BCE Speech Pathology  
BCE Guidance Counsellor  
BCE Visiting Teacher Hearing Impairment  
Occupational Therapists  
Private Speech Pathologist

# Appendix 1

## Education Adjustment Program

The Education Adjustment Program (EAP) is a process for identifying and responding to the educational needs of students with disabilities. For the purposes of identifying students with disabilities for the EAP, the Brisbane Catholic Education definition of disability encompasses both the **impairment** and the **activity limitations and participation restrictions** for an individual in one or more of the seven EAP disability categories.

The EAP supports schools to:

- Identify students (from Prep – Year 12) who meet criteria for the EAP disability categories
- Report the educational adjustments they are making to meet the teaching and learning needs for these students.

There are three components of EAP

- verification
- the EAP Profile
- validation for students verified by Ed Q in the areas of Vision Impairment and/or Physical impairment

**Verification** The process of confirming that a student's identified impairment and the associated activity limitations and participation restrictions which require significant education adjustments meet criteria for one or more of the following seven EAP disability categories

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Impairment (II)
- Physical Impairment (VI)
- Social Emotional Disorder (SED)
- Speech-Language Impairment (SLI)
- Vision Impairment (VI)

**EAP Profile** School teams use the EAP Profile to record the frequency, depth and intensity of the education adjustments being made to assist with disabilities in accessing curriculum, achieving curriculum outcomes and participating in the life of the school.

The EAP Profile focuses on six areas linked to education adjustments: Curriculum, Communication, Social Participation / Emotional Wellbeing, Health and Personal Care, Safety and Learning Environment / Access.