Policy 7.5

Diversity, Equity and Inclusive Education Policy

INTRODUCTION

Walford Anglican School for Girls fosters a safe, equitable and inclusive learning environment of trust, belonging and support, underpinned by our Anglican identity and our School values of Courage, Commitment, Community and Growth.

Walford welcomes and recognises the rights of all individuals and values diversity across academic ability, disability, neurodiversity, culture, language, religion, identity, wellbeing and lived experience. The School is committed to creating learning environments where all students are known, valued and supported to participate, learn and thrive.

The School complies with relevant federal and state legislation including:

- Disability Discrimination Act 1992 (Cth);
- Disability Standards for Education 2005 (Cth); and
- Equal Opportunity Act 1984 (SA)Education and Children's Services Act 2019 (SA).

Walford is additionally guided by:

- The Alice Springs (Mparntwe) Education Declaration;
- The principles of the Australian Curriculum; and
- The Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The School recognises that inclusive education is both a legal obligation and a shared responsibility across the whole community.

PURPOSE

The purpose of this policy is to support the enrolment, inclusion, participation, education and wellbeing of all students, including those with diverse learning, physical, social, emotional and behavioural needs, in a manner that is ethical, equitable, inclusive and consistent with the strategic direction of Walford Anglican School for Girls.

SCOPE

This policy applies to all students, staff, parents (also, caregivers), contractors and members of the Walford community.

GUIDING PRINCIPLES

The School's educational strategies, procedures and practices are based on the following principles:

- All students have the right to access quality education in a safe, inclusive and respectful environment free from discrimination, disadvantage, bullying or harassment.
- All students have unique strengths, abilities, interests and capacity to learn.
- Diverse learning needs may include disability, neurodiversity, learning difficulties, giftedness, mental health, behavioural, physical, social and emotional needs.
- Students with disability have the right to participate in education and co-curricular activities on the same basis as other students.
- Students with diverse learning needs can expect reasonable adjustments across all areas of School life.
- Students and their parents/carers have the right to be consulted regarding adjustments and support provisions.

- High expectations should be held for all students while recognising individual learning needs and developmental differences.
- Inclusive education at Walford includes supporting students requiring intervention, adjustment, extension and enrichment.
- The School recognises and values neurodiversity and is committed to supporting neurodivergent learners through inclusive practices, reasonable adjustments and equitable access to learning.
- Inclusive education requires collaboration between students, families, teachers, support staff and external agencies.
- All students should know they are valued members of the school community.
- All staff share responsibility for creating inclusive learning environments and supporting equitable student participation and achievement.
- All staff have an obligation to maintain the confidentiality of sensitive student information in accordance with privacy legislation and School policy.
- All staff are expected to use respectful and inclusive language that reflects the dignity and value of all individuals.
- The School recognises the rights of carers, families and associates of students with disability to be treated with dignity and free from discrimination.
- Walford values and respects the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples.

EQUITY OF ACCESS

Walford works to ensure all students can access learning opportunities on the same basis as their peers. 'On the same basis' means students with disability or additional learning needs are provided with opportunities and choices comparable to those available to other students. This does not mean all students are educated in exactly the same way. Rather, it means students:

- Have equitable access to education and co-curricular opportunities.
- Do not face unnecessary barriers to participation.
- Have opportunities to demonstrate learning and experience success are supported through reasonable adjustments where required.

Reasonable adjustments may include modifications to:

- Curriculum;
- Teaching approaches;
- Assessment practices;
- Resources and technologies;
- Learning environments;
- Wellbeing supports; and
- Physical accessibility.

Adjustments are determined through consultation with students, parents, teachers and relevant professionals, and are regularly monitored and reviewed.

As part of the enrolment process, parents are expected to provide relevant information, reports and documentation relating to a student's learning, wellbeing, medical or support needs to enable the School to determine appropriate support and reasonable adjustments.

INCLUSIVE TEACHING AND LEARNING

Walford is committed to inclusive teaching and learning practices that:

- Recognise and respond to student diversity.
- Provide appropriate challenge and support for all learners.
- Use assessment data to inform teaching.
- Support differentiation within the classroom.
- Promote student agency and belonging.
- Remove barriers to participation and achievement.

Support for students may include:

- Classroom differentiation.
- Targeted intervention programs.
- Small group or individual support.
- Literacy and numeracy support.
- Extension and enrichment opportunities.
- Social, emotional and behavioural support.
- Individual learning plans (ILPs).
- Student support plans.
- Access arrangements and special provisions where appropriate.

Where appropriate, the School supports applications for assessment adjustments and special provisions in accordance with SACE requirements.

The School may work collaboratively with external professionals, agencies and support services to assist in meeting student needs.

Walford is guided by the Alice Springs (Mparntwe) Education Declaration, including the commitment to:

- Provide all young Australians with access to high-quality education that is inclusive and free from discrimination.
- Recognise the individual needs of learners and remove barriers to participation and achievement.
- Support all students to achieve their educational potential.
- Ensure that learning is built on and includes local, regional and national cultural knowledge.
- Experiences of Aboriginal and Torres Strait Islander peoples.

RESPONSIBILITIES

The School participates annually in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) in accordance with Commonwealth requirements.

All staff are responsible for implementing this policy and supporting equitable student participation across the School.

The **Principal** is responsible for ensuring the School meets its legislative obligations regarding inclusion, disability discrimination, accessibility and student participation, including oversight of funding and data collection processes.

The **Director of Learning and Teaching** oversees inclusive education practices across the School, including professional learning, curriculum accessibility, differentiation practices and support structures.

Heads of School oversee student wellbeing, participation, pastoral care, adjustments and support processes within their sub-school.

The **Flexible Learning Coordinator**:

- Oversees student support processes and documentation
- Coordinates individual learning plans and adjustments
- Liaises with families, teachers and external professionals
- Supports staff capacity building in inclusive practice
- Manages relevant disability provisions and applications
- Supports transitions and pathway planning
- Monitors student support programs and interventions

Learning Leaders support teachers to:

- Differentiate curriculum and assessment
- Implement inclusive teaching practices
- Support adjustments and accommodations
- Ensure equitable access within learning areas

Teachers are responsible for:

- Creating inclusive classroom environments;
- Differentiating teaching and assessment;
- Implementing reasonable adjustments;
- Consulting student support documentation;
- Using data to inform teaching practice;
- Supporting student participation and belonging; and
- Working collaboratively with support staff and families.

School Support Officers work under the direction of teachers to support student learning, participation, independence and access to the curriculum.

School Counsellors and Nurses support the physical, emotional, social and mental wellbeing of students.

INDIVIDUAL LEARNING PLANS (ILPs)

Students with identified learning needs may have an Individual Learning Plan (ILP) developed in consultation with:

- The student;
- Parents;
- Teachers;
- Learning leaders;
- Heads of School
- Support staff; and
- External professionals where appropriate.

ILPs outline:

- Student strengths and needs;
- Learning goals and adjustments;
- Strategies and supports;
- Responsibilities of staff;
- Review processes; and
- Monitoring timelines.

ILPs are reviewed regularly throughout the year in consultation with relevant stakeholders.

TRANSITIONS

The School supports effective transition processes for students entering, leaving, or moving between sub-schools. Transition planning may involve collaboration between families, teachers, support staff, external professionals and receiving educational settings where appropriate.

ACCESSIBILITY

Walford aims to provide accessible learning environments, facilities and programs for all students.
The School works to ensure buildings, facilities and grounds consider issues of physical accessibility and reasonable modifications may be undertaken where required to support equitable access.

STUDENT WELLBEING AND SAFETY

Walford promotes a culture of dignity, respect, belonging and inclusion.

All members of the School community are expected to uphold the School's values and comply with policies relating to anti-bullying, harassment, student behaviour, child safety and wellbeing. Discrimination, harassment, bullying or victimisation will not be tolerated.

RELATED DOCUMENTS

- Enrolments Policy
- Anti-Bullying and Harassment Policy
- Child Safety and Safeguarding Policies
- Privacy Policy
- Information Sharing Policy
- Special Provisions Policy

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