Inclusion Policy

1. Rationale

It is the belief at Aitken College that all students have a right to an inclusive education. Inclusion is an ongoing process as the College aims to continually review and increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem-solving. The College embraces the diversity of learners and reasonable adjustments will be made to ensure all students at the College will have opportunities to access the curriculum and achieve educational outcomes without discrimination.

2. Definitions and Elaborations

Reasonable Adjustments

Aitken College will provide reasonable adjustments upon consultation with the prospective student and their parents/carers to assist the student in undertaking the education offered.

Whether an adjustment is reasonable will depend on balancing the student's learning needs with the interests of all parties affected, including those of the student, the College, staff and other students. Depending on the needs of the student, adjustments may include modifications to College facilities, procedures and resources.

Modifications to enable student access to College facilities and participate in everyday College life may include adjustments to toilets, ramps, safety railings, the gymnasium, computer rooms and laboratories to ensure students with disabilities can access these facilities safely.

All processes for adjustments within the College, including review and grievance procedures, will be transparent. All decisions will be made in a timely way that optimises the student's participation in education and training.

Unjustifiable hardship is determined via an individual assessment of the prospective student's needs balanced with the costs associated with additional staffing, the provision of special resources or modifications and health and safety and duty of care requirements.

Discrimination, Harassment & Victimisation

Aitken College does not tolerate discrimination, harassment and victimisation of any type including disability discrimination. This is achieved by:

- Informing all staff and students that all students at Aitken College have a right to an inclusive education and disability discrimination is not acceptable;
- Providing information and training concerning inclusive and non-discriminatory methods of teaching;
- Ensuring staff and students are aware of appropriate actions to be taken if harassment or victimisation occurs;
- Establishing strategies and programs to prevent harassment and victimisation of members of the College community, particularly those with a disability, diverse learning needs or are members of minority groups; and
- Ensuring strategies and programs extend to not only students but also to their parents/carers, who may experience discrimination as a result of their support role to a student or who may have a disability, diverse needs or are members of minority groups themselves.

'Same Basis' Opportunities

The fundamental concept in operation at Aitken College to prevent discrimination is the 'same basis' concept. This means treatment of students with a disability must be on the 'same basis' as students without a disability when presented with opportunities and choices offered to students without disabilities.

3. Responsibility

Responsibility of School Leadership

It is the responsibility of school leadership members to:

- Support staff in the analysis of learning and wellbeing data to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of knowledge and skills of staff through the access to and provision of training and development
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning for personalised learning, assessment and reporting through the management of Personalised Learning Plans
- Work in partnership with families to maximise learning, social, emotional and behavioural outcomes.
- Nurture a school community where members feel safe and free from discrimination, bias and harassment by creating an environment that embraces diversity and supports, respect and harmony
- Ensure that enrolment and transition processes are respectful and responsive to individual needs.
- Review prevention strategies on an annual basis against best practice.

Responsibility of Teaching Staff

It is the responsibility of teaching staff to:

- Provide for personalised learning and targeted support in classroom learning programs
- Recognise that each student has their own aspirations, learning needs, strengths and interests
- Set high and realistic expectations for achievement and ensure growth in learning for every student
- Read documents and reports provided by parents and carers about their child's learning needs
- Accommodate and cater for the needs of all learners in their care by developing learning plans and integrating the use of assistive technologies when required and applying reasonable adjustments through differentiated curriculum, learning and assessments.
- Analyse formative and summative assessment data, observations, anecdotal evidence and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk'
- Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training
- Provide a learning environment that is safe, supportive, flexible and to act when students are experiencing exclusion or loneliness
- Work in partnership with Learning Centre staff, students and families to maximise learning and social outcomes
- Report all concerns to their Head of Year, Deputy Head of School, Assistant Principal or the relevant Head of Learning Support (Primary or Secondary).

Responsibility of Parents and Carers

It is the responsibility of parents and carers to:

- Communicate openly with the school and provide relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs
- Raise any issues or concerns regarding their child's participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate
- Be involved in the planning, development, and implementation of their children's learning plan, including meetings for eligible students.
- Be aware of school policies, programs, rules, and routines and respect other people's rights to confidentiality.

4. Implementation

This policy is implemented through a combination of:

- Staff training
- Student and parent/carer education and information
- Effective management of the enrolment
- The development of an 'anti-discriminatory' and 'inclusive' culture within the College community
- The development of a culture that maintains the student's dignity and privacy
- The establishment of processes for ongoing evaluation, monitoring and review of the effectiveness of the management of learning diverse students
- Effective communication and incident notification procedures
- Initiation of corrective actions where necessary.

5. Personalised Learning Plans

Personalised Learning Plans (PLPs) are developed for students with learning difficulties and disabilities where the needs of the student is greater than standard classroom differentiation. The plans contain information to support the student's inclusion and achievement in school. Learning Centre staff, school leadership team members and classroom teachers work closely with parents and parents to ensure an appropriate curriculum is available through personalised goals and adjustments. These adjustments may be to the curriculum, the environment, or the teaching instruction. PLPs are monitored on an on-going basis and are formally reviewed at least twice a year. Information about learning and wellbeing needs is provided to teaching staff, via meetings, AIMS (the school's Learning Management System), handover notes, data and meetings, individual student meetings if required and in writing.

6. Confidentiality

Information obtained in relation to the student's disability will remain confidential and will only be disclosed for the purposes of making adjustments or in accordance with a lawful requirement.

7. Complaints

Complaints of unlawful discrimination should be made to the College. Complaints will be properly and effectively dealt with using the College's complaint procedures

8. References

International Baccalaureate – 'Programme Standards and Practices'
Education and Children's Services Act 2019

Revision History

Version	Date	Reviewed by	Position/Title	Approved by
1	23/01/2025	Kim Forward	Deputy Principal	Deputy Principal
2	16/01/2026	Josie Crisara	Principal	Principal