



Related Merici Policies

International Baccalaureate Assessment
Gifted and Talented
Indigenous Students
Admissions
EALD
Students with Disabilities – Identification
and Support

Merici College Mission and Vision

"Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream."

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

"The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works." (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

"Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them." (St Angela Merici)

Rationale/Purpose

The purpose of this document is to:

- ensure best practice in effectively meeting the requirements of the Disability Standards Act 2005 and the Disability Discrimination Act 1992
- communicate to all stakeholders in our IB Merici College community the expectations for creating and maintaining an inclusive learning environment
- provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practice in the context of the IB Diploma and Middle Years Programme at Merici College
- establish the responsibilities of all stakeholders related to inclusivity at Merici College

Definitions

Assessment Access Requirements

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate her level of achievement.

Accommodation

A generic term comprising all forms of arrangement, compensation or conditions that may be allowed for a candidate.¹

Adverse Circumstances²

Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment components (for example bereavement, natural disasters, civil unrest). Adverse circumstances does not include medical conditions or disability.

Disability

The definition of disability in the Disability Discrimination Act 1992 is as broad as possible. It includes: physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement and the presence in the body of disease causing organisms.³

Gifted and Talented

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities.⁴

Imputed Disability

An imputed disability is one that a person believes another person has and the school team has reasonable grounds to make such a judgement. This means that there is not a formal diagnosis by a medical professional or an allied health professional (psychologist, speech therapist, occupational therapist) held by the school.⁵

¹ IBO, (2016) *Learning diversity and inclusion in IB Programmes*. The Hague. IBO.

² IBO, (2016) *Learning diversity and inclusion in IB Programmes*. The Hague. IBO.

³ Australian Government, (1992) *Federal Disability Discrimination Act 1992 (DDA)*.

⁴ Australian Curriculum, (n.d) *Gifted and Talented Students*, [online] Available at: <https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/> [Accessed 21 Sept. 2018]

⁵ Nationally Consistent Collection of Data on School Students with Disability (NCCD), (n.d) *Quick Guide* [online] Available at: http://www.schooldisabilitydatapl.edu.au/docs/default-source/default-document-library/quick_guide.pdf. [Accessed 19 Sept. 2018]

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.⁶

Inclusive Assessment Arrangements

Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Learning Support Requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment.

Modified Outcomes

A modified curriculum is changing what the student is expected to learn and may require some adjustments to how the content is delivered. Modifying the curriculum should not be long term or permanent, it should be considered for those students who are unable to access the curriculum. The decision to modify a student's outcomes for any particular subject should be through consultation with the student's subject teacher, parents, Studies Coordinator and the Inclusive Education Coordinator.

Nationally Consistent Collection of Data of school students with disability (NCCD)

The NCCD collects information about Australian school students who receive an adjustment to address disability. For the student to be included in the NCCD, the school should have evidence that ongoing, long-term adjustments have been provided for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection. Students with disability receive reasonable adjustments to access education, consistent with the definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005 (the Standards)

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive assessment arrangements. They are unique to a student based on their requirements.⁷

Personalised Plan

A Personalised Plan (PP) is a key part of a school response to meeting the specific needs of students who are eligible for assistance according to the Disability Standards Act 2005. The PP is a working document that outlines achievable personal and learning goals for a student with a disability. It also contains information regarding student needs within the broader school setting.

The HuB

The College has established the Merici Hub where students can be booked in to receive help and support particularly in developing organization and research skills, managing assessment tasks and with concepts studied in class. Students work independently or with additional assistance from our Learning Support Assistants and teachers. These arrangements can be short or longer term.

⁶IBO, (2016) *Learning diversity and inclusion in IB programmes*. The Hague. IBO.

⁷IBO, (2018). *Access and Inclusion Policy*. Cardiff. IBO

Vision for Inclusion

Merici College fosters an affirmative culture of learning that supports all students and teachers, wherever they may be on their educational journey. It is a culture that recognises the gifts of each person and is a safe place for discussion and self-expression. At its core, inclusivity is a belief that everyone can learn. As teachers, fostering a joy of learning is achieved by differentiating learning and utilizing supportive learning applications⁸. The Merici College Principles of Powerful Learning⁹ explicitly highlight 'Inclusive' as one of the four tiers of the Powerful Learning diagram.

Merici College values integrate fully with its core beliefs and goals for learning. We believe in the innate dignity of every person and seek to have all of our relationships reflect the love of God as witnessed through the person of Jesus Christ. Each student is viewed as an individual with unique gifts. Merici College values the personal knowledge and culture that all people in its community bring to enrich the College community.

Current research into brain development shows us that brains are plastic and capable of being moulded throughout life; knowledge that is of immense value in teaching as it reinforces our belief that all individuals are capable of learning. All students, appropriately challenged, can achieve success and extend their level of knowledge and understanding. Learning and teaching at Merici College is designed to achieve excellence in education for all students in line with our Merici Vision and Mission.

Staff at Merici College use a variety of strategies to meet individual student needs. Embedded in these strategies are the beliefs that students learn best when they own their learning, enabling critical thinking and reflection. In support of such an approach Merici College concentrates on a number of key pedagogies:

- Brain-based learning
- Differentiation and Inclusivity
- Collaborative Teaching
- Integrated ICT¹⁰

Inclusive learning at Merici College aims to identify and remove barriers to learning to increase access and engagement for all students. An ongoing process of reflection and evaluation to create dynamic pedagogical excellence and improve student outcomes is facilitated. Merici College supports multilingualism and learning diversity, recognising that students and staff all have their own learning journey and this journey is supported through the attributes of the IB Learner Profile.

Merici College supports the IBO definition of inclusion that:

"inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."¹¹

⁸ Merici College, (2017) *Teaching and Learning Core Document*. ACT.

⁹ Merici College, (2017). *Core Teaching and Learning Document*. Canberra. ACT, p. 5.

¹⁰ Merici College, (2017) *Teaching and Learning Core Document*. ACT.

¹¹ IBO, (2016) *Learning diversity and inclusion in IB programmes*. The Hague. IBO.

Policy

Merici College is committed to offering an inclusive education to all students who are willing to support the philosophy, values and aims of Catholic schooling.¹²

All staff at Merici College will be aware of their responsibility to be accountable to the Disability Standards Act 2005 in collaborating to develop effective Personalised Plans for all eligible students. Teachers are required to provide evidence of strategies used within the school setting and of adjustments made to student learning and assessment. Under the Disability Standards for Education (2005) all principals and teachers have a legal obligation to ensure that every student can participate in the curriculum on the same basis as their peers. This does not mean every student should have the same experiences. It does mean that they will have access to the same opportunities to engage in the Australian Curriculum as their peers through rigorous, meaningful and dignified learning programs.

Modifying outcomes means rewriting the outcome at a lower level for the student to be able to achieve. For example: In a Science class a student with special needs learns to identify safe and dangerous chemicals in a science lab while other students' who are not modified carry out a chemistry experiment. Only portions of the learning outcomes are addressed so that a student may participate in the classroom and feel success even though they are working at a conceptual level significantly different from their peers. These candidates will be eligible to receive the Merici College Record of Participation, not the Merici College MYP Certificate.

As an IB school, Merici College supports the IB philosophy that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing her from demonstrating her level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.¹³

This policy supports all the inclusive assessment arrangements that may be authorized by the IB based on the IB Principles of Inclusive Assessment.¹⁴ and the IB Standards Relating to Inclusive Education¹⁵:

- A9: The school supports access for students to the IB programme(s) and philosophy.
- A9a: The school strongly encourages participation for all students.
- B1:5 The school develops and implements policies and procedures that support the MYP
- B1:5b (for MYP) and B1:5c (for DP): The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers;
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles;
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

¹² Catholic Education, (2018). *Parents Enrolments*, <https://cg.catholic.edu.au/parents/enrolment/>

¹³ IBO, (2018). *Access and Inclusion Policy*. Cardiff. IBO.

¹⁴ IBO, (2018). *Access and Inclusion Policy*. Cardiff. IBO.

¹⁵ IBO, (2016) *Programme standards and practices*. Cardiff. IBO.

Indigenous and Aboriginal and Torres Strait Islander (ATSI) Inclusion

Merici College welcomes people from all cultures who are willing to support the philosophy, values and aims of Catholic schooling'.¹⁶ Merici College strives to promote the implementation of culturally appropriate programs to assist the provision of curriculum that are inclusive of Indigenous perspectives and encourages the enrolment and participation of Indigenous students through the development of welcoming and supportive environments for Indigenous students and their families. The Merici College *Indigenous Students Policy* and the *Languages Policy* sets out the ways we promote international mindedness and inclusion.¹⁷

Language, Inclusion and EALD

As an inclusive learning environment, Merici College supports, celebrates and respects the learning of languages and cultural heritage. The curriculum at Merici College supports English as the language of instruction and supports those students for whom English is not their best, or first language.¹⁸

¹⁶ Catholic Education, (2018). *Parents Enrolments*, <https://cg.catholic.edu.au/parents/enrolment/>

¹⁷ Merici College, (2017) *Indigenous Students Policy*. ACT.

¹⁸ Merici College, (2018) *Language Policy*. ACT.

Procedures

Any person in the school community can request support in assisting to identify and remove barriers to learning. Merici College has several procedures in place to increase access and engagement in learning for all students. Inclusive Education is a team of education specialists who support students, families and staff to identify and remove barriers to learning. If a student is considered to require additional support with their learning, the Inclusive Education team may provide: guidance, testing and referral for testing, and, for students with identified substantial and extensive levels of adjustment, one to one support.

Identification of Students (See Appendix 1 and 3)

Identification of Students requiring adjustments to learning may be made via the following ways:

On entry to the College

- enrolment forms
- primary school communication
- parent meetings
- family communication
- Inclusive Education Coordinator / Classroom Support Assistant / Differentiation Officer

Via Studies Coordinators - Functional Impact Checklist – see Appendix 3

- teacher Identified learning difficulties
- teacher communication
- capturing of evidence

Via House Coordinators - Functional Impact Checklist – see Appendix 3

- medical certificates
- physical ailments
- mental health

Via School Executive

Identification of a student with a disability or a learning difficulty can occur at any age or stage of their development. For some students with disabilities, the type and nature of the disability may be initially assessed and confirmed using disability criteria. For other students, it may become apparent in the classroom or from parent identification and further school-based assessments and collaborative meetings with key stakeholders will occur.

If teaching staff identify or believe a student has an additional need they are to contact the Inclusive Education Coordinator and in addition, the Head of IB for IB Diploma Students. The Inclusive Education Coordinator will investigate and if relevant open up a NETiD account and inform the staff to read the PP saved on the T:/ drive in the Inclusive Education folder. The Inclusive Education Coordinator updates PP and uploads onto the T:/ drive where the file can be reviewed by staff. Any new strategies or recommendations are to be communicated to the Inclusive Education Coordinator to add to the PP. Updates of changes to plans are notified through the Inclusive Education Coordinator.

Studies Coordinators & Classroom Teacher Planning and Assessment Professional Responsibilities:

1. In consultation with the Differentiation Officer and Studies Coordinators, teachers must develop clear outcomes that are relevant and enriching to the student's needs, abilities and capacity to access the curriculum.
2. Teachers will create a teaching and learning program that aligns with the curriculum documentation.
3. In consultation with the Differentiation Officer and Studies Coordinators, teachers must develop strategies to gather evidence of student achievement in relation to project outcomes (summative and/or formative assessment). How will the student demonstrate what they have learnt?
4. Teachers will create modified assessment tasks and rubrics that align with the curriculum documentation (not applicable to IB DP students).
5. Teaching staff at Merici College are responsible for completing their mandatory SALT (Self-Administered Legal Training) and being aware of the Disability Standards to stay current with local and national requirements.

See appendix 4

NETiD – Data Entry and Communication Processes

The Inclusive Education Coordinator will communicate with staff to inform them of students PP, reasons why they have been placed on a PP; referring staff to review the plan that is saved on the T:/ drive under Inclusive Education files. PP will be saved with the date to indicate when the last modifications were made.

The Inclusive Education Coordinator will detail all relevant strategies/adjustments required for action to meet the students learning needs. The Inclusive Education Coordinator will add a goal for each student that will be monitored in consultation with the Studies Coordinators. Teaching staff are able to access the goal via their review of the PP and should be gearing their teaching and learning assessment adjustments to facilitate the student meeting this goal.

When information is provided by a health professional, it will be forwarded to the Inclusive Education Coordinator or House Coordinator (in the case of social/emotional wellbeing) who will upload the details by completing the following sections as appropriate: personal planning, curriculum, communication, safety, social skills. The Inclusive Education Officer will then upload the documentation and the PP onto the T:/ drive, notifying all of the student's teachers, Studies Coordinators, House Coordinator, DP Development and DP Learning. The Inclusive Education Coordinator will then save the PP & copy of medical documentation to the student's folder in the T:/ drive.

Teaching staff will review the PP on the T:/ drive by Week Three of each semester. They must review the student's PP regularly (every five weeks) to ensure students are making progress towards their goal(s) and that the adjustments to learning and assessment are being implemented and are still effective.

Studies Coordinators will review student learning goals for effectiveness and guide discussion during allocated faculty meetings to ensure teaching staff are meeting these requirements and making adjustments suitable to the specific needs of the students in their classes. Studies Coordinators should consider providing time during faculty meetings to review data and refine adjustments and modifications. Studies Coordinators must ensure staff have uploaded modified content and assessment tasks to faculty folders at the start of each unit. Teaching staff must

provide Modified (M) outcomes at the same time standard outcomes have been submitted for reporting purposes.

Regular updating

During the review process of the PP teachers must provide feedback / evidence of the appropriateness of the prescribed adjustments or modifications. Contact should be made to parents towards the end of each semester. Communication with parents should indicate the progress of the student in their class and how they have implemented the strategies suggested within the classroom setting. Feedback serves as evidence and can be relating to the students' academic, social, relating to the goal(s) or the implementation of strategies within the classroom. This communication must be recorded in evidence folders for Inclusive Education on the T:/ drive.

Gifted and Talented and Academic Extension and Enrichment

Gagné's Differentiated Model of Giftedness and Talent (2008) provides research-based definitions of giftedness and talent that are directly and logically connected to teaching and learning. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities.²⁰

Students who are gifted and talented have their needs supported through the differentiation of the curriculum. Extension opportunities are available in English and Mathematics courses (Fast Pace English, 9A and 10A Maths) and students are encouraged to take part in the extensive range of extracurricular activities such as Da Vinci Decathlon, The ACT Debating Competition, various English writing competitions, as well as Mathematics and Science competitions. As part of the Religious Education curriculum Merici College supports inclusivity in the wider community through its partnership with Black Mountain school where students engage with voluntary service to support students with disability.

Students entering Merici College in Year 7 will complete a CoGAT assessment, which tests student's aptitude in three areas: quantitative, verbal and non-verbal reasoning. Nominated students from other year groups may be tested upon request from either teachers or parents. Students who are identified as gifted will be managed on a case by case basis. Merici College's *Gifted and Talented Policy* outlines the process for identification and adjustment for gifted students. Adjustments made may include: subject, whole grade or radical acceleration. Students identified as highly gifted will be placed on a Personalised Plan as significant adjustments will be required to one or more of their subject areas.

Accommodations and Inclusive Assessment Arrangements:

Upon enrolment at Merici College, it is the responsibility of the parents or guardians to supply the school with evidence including assessment reports to confirm their child's eligibility if identifying their child as having a disability.

Reasonable Adjustments

Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements. For the MYP Reasonable adjustments can only be applied to the Personal Project (e-assessments not performed at Merici College so not applicable). Schools must

consult with the IB before planning any reasonable adjustments for a candidate. The IB will only authorize reasonable adjustments where no other inclusive access arrangement can be applied to meet the purpose.

Learning Adjustments

Adjustments are actions or modifications made to enable students to access the educational course content and outcomes. Adjustments may be required across all of the domains of the PP. Adjustments are outlined on the student's personalised plan, for example the student may receive scaffolded tasks or extra time. Adjustments are actions taken that enable a student with additional needs to access the curriculum outcomes and content and demonstrate achievement of outcomes. Adjustments made fall into four main categories – see Appendix 2.

A Personalised Plan (PP) is developed for each student found eligible for Learning Support services. Accommodations and inclusive arrangements for a student with an PP may include, but are not limited to: additional time, rest period, access to ICT, scribe, reader, communicator and prompter. All the accommodations will be aligned with the IB, as mentioned in the document for candidates with special assessment needs studying an IB programme at Merici College.

The Middle Years Assessment Procedures handbook and *Diploma Programme Assessment Procedures* handbook will detail the standardised access arrangements for candidates with higher incidence learning support requirements, including dyslexia, vision impairments, hearing impairments, information processing challenges and physical challenges.

MYP students on Personalised Plans with diagnosed or imputed learning disabilities that have the "cognitive ability" to complete the programme have accommodations provided to ensure equitable access to their courses. These accommodations are in line with their respective Personalised Plans which are made available to staff and reviewed and updated in consultation with parents and staff.

²⁰ Australian Curriculum, (n.d) *Gifted and Talented Students*, [online] Available at: <https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/> [Accessed 21 Sept]

IB DP Students and Examinations

The IB Coordinator is responsible for liaising with the IB to request reasonable adjustment permissions in line with the DP policies and procedures.

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

If a student has any of the following needs, they may be eligible to apply for access arrangements through the IB in line with their [Access and inclusion policy](#) (November 2018) and the Head of IB is responsible for applying for these arrangements in discussion with the Inclusive Education Coordinator.

- learning disabilities
- specific learning difficulties
- communication and speech difficulties

- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning.

²¹ Merici College (2017) *Student with a Disability – Identification and Support*. Canberra. Merici College. ACT.

²² Catholic Education, (2015) *Students with Disabilities – Identification and Support*, ACT.

Responsibilities

The Inclusive Education Coordinator (IEC) is responsible for supporting staff and students to ensure the identification and removal of barriers to learning and promoting the value of inclusive education in the College and wider community. It is the role of the Differentiation Officer to support teachers in accessing modifications to curriculum and assessment and support teaching and learning in regard to inclusion. The Head of IB is responsible for liaising with the Inclusive Education Coordinator to ensure that all students and staff are supported in meeting the IB inclusive education requirements. The IEC and Enrolment Officer will oversee a smooth transition for students entering and leaving the College so that information about inclusive education and students with additional learning needs is shared as appropriate between the schools involved.

It is the responsibility of the Merici College executive to provide resources, support and leadership in ensuring practices are in place to remove barriers to learning for every member of the College community.

²³ IBO, (2016) *Learning Diversity and Inclusion in IB programmes*. IBO, The Hague.

References

- Australian Curriculum, (n.d) *Gifted and Talented Students*, [online] Available at: <https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/> [Accessed 21 Sept. 2018]
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- IBO, (2018) *Access and Inclusion Policy*. Cardiff. IBO.
- IBO, (2016) *Learning diversity and inclusion in IB Programmes*. The Hague. IBO.
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Forms

Functional Impact Checklist

Application to Enrol in an Archdiocesan Catholic School and Catholic Schools Enrolment Information Pack at <http://cg.catholic.edu.au/parents/enrolment/>

Approved by:	Merici Executive
Implementation Date:	January 2020
Policy last updated:	July 2020
Merici Contact Officer	Deputy Principal of Learning

Appendices

Appendix 1 - Identification of Students with Disability

At Merici College, as part of the Archdiocese of Canberra Goulbourn, students with a disability are identified according to Australian Government criteria as determined at state/territory level. In this Archdiocese, students meeting Australian Government criteria for disability status are referred to as Students with Disability.

Categories of Disability	Criteria validated by relevant professional
1. Cognition (Intellectual)	Full scale score on a standardised, restricted psychometric (IQ) assessment at or below the second percentile and accompanied by associated academic and adaptive behavioural delays.
2. Sensory (Hearing)	Permanent (sensori-neural/conductive) hearing loss of 30+ decibels with resultant communication difficulties.
3. Sensory (Visual)	Permanent vision loss of 6/24 or less in the better eye corrected, or less than 20 degrees field of vision.
4. Physical	Ongoing physical condition (e.g. cerebral palsy, osteogenesis imperfecta, spina bifida) that significantly limits functioning and independence in – mobility, personal care and undertaking essential learning tasks.
5. Mental Health (Social/Emotional)	Mental health problems at a level of frequency, duration and intensity that seriously affects educational functioning – behaviours must be evident in home, school and community environments (A diagnosis of ADD (with or without hyperactivity) is not included).
6. PDD	Diagnosis indicating a pervasive developmental disorder (e.g. Autism) affecting verbal and non-verbal communication and social interaction that significantly affects the ability to learn. Diagnosis must also include a clinically significant adaptive behavioural delay.
7. Language Disorder	Expressive and/or receptive language disorder with a scaled score of 70 or less on a restricted, standardised speech pathology assessment (i.e. the Clinical Evaluation of Language Fundamentals (CELF)).
8. Chronic Medical	Chronic medical condition that affects functioning and/or independence where a student is highly dependent on others to access learning.

Where students have been identified as having a disability, educational adjustments are made for students to enable them to access the curriculum, achieve curriculum outcomes and participate in school life.

Appendix 2 Adjustments

	<u>Support provided within quality differentiated teaching practice</u>	<u>Supplementary adjustments</u>	<u>Substantial adjustments</u>	<u>Extensive adjustments</u>
Level of Adjustment Descriptors:	<p>Adjustments are made infrequently as occasional action, or frequently as low-level action such as monitoring. These adjustments may include:</p> <ul style="list-style-type: none"> • explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities • specific and relevant teaching strategies to support targeted areas of communication • active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes • enabling access to learning through usual school processes (e.g. through a differentiated approach to teaching and learning) and existing facilities (e.g. existing modifications to buildings and learning environments). 	<p>Specific examples of adjustments at this level could include:</p> <ul style="list-style-type: none"> • adjustments to teaching and learning, such as: - modified or tailored programs in some or many learning areas - modified instruction using a structured task-analysis approach - separate supervision or extra time to complete assessment tasks • the provision of course materials in accessible forms • programs or interventions to address the student's social/emotional needs • adjustments to enable access to learning, such as: - the provision of intermittent specialist teacher support - specialised technology - modifications to ensure full access to buildings and facilities - support or close supervision to participate in out-of-school activities or the playground - provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency. 	<p>Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days and may include:</p> <ul style="list-style-type: none"> • additional support or individualised instruction in a highly structured manner, including adjustments to most courses, curriculum areas, activities and assessments • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support or intervention, in addition to active monitoring and supervision • adjustments to enable access to learning may include: - specialised equipment - specific planning for access to activities or facilities - closely monitored playground supervision - modification to school environments, such as buildings and facilities - environmental adjustments to support participation in learning - provision of specialist advice on a regular basis - support from specialist staff. 	<p>Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing. Adjustments to the regular educational program occur at all times and may include:</p> <ul style="list-style-type: none"> • intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments • intensive, individualised instruction to support multiple areas of communication • planned, highly specialised and/or intensive health, personal care and/or safety support or intervention • enabling access to learning through: - specialised equipment - highly modified classroom and/or school environments - extensive support from specialist staff.

Appendix 3 Functional Checklist

Functional impact checklist (based on teacher observation)					
Student:			Date:		
Observer/Teacher:			Frequency		
Curriculum/Learning			Some of the time	Most of the time	All of the time
	Organisational difficulties/Executive functioning (mild/moderate/severe/extreme)				
	Focussing challenges (mild/moderate/severe/extreme)				
	Difficulty following complex instructions (mild/moderate/severe/extreme)				
	Difficulties with engaging in learning opportunities				
	Difficulties with completing tasks (routine/familiar/novel)				
	Underachievement - subject specific				
	Challenges with retaining information/concepts				
	Difficulties demonstrating knowledge/skills/understandings				
Communication			Some of the time	Most of the time	All of the time
	Difficulties understanding/interpreting communication (verbal/non-verbal) with peers/staff				
	Difficulties following instructions, conversations and/or directions				
	Difficulty asking for needs/wants to be met				
	Challenges with recounting/retelling				
	Difficulties with expression (written/verbal/non-verbal)				
	Difficulties with literal interpretations/contextual talk/sarcasm				
Movement/Motor			Some of the time	Most of the time	All of the time

	Difficulties accessing: school or community resources/recreational activities/sports			
	Reluctant/refusal to navigate familiar/unfamiliar places independently			
	Reluctant/refusal to engage with motor (fine/gross) tasks			
Personal/Self-Care/Safety		Some of the time	Most of the time	All of the time
	Challenges with personal care/grooming			
	Limited resilience/coping strategies			
	Unsafe behaviours (self-injury/risk taking)			
	Difficulty making safe/appropriate decisions			
Social Interaction		Some of the time	Most of the time	All of the time
	Difficulties initiating and responding to communication (familiar/unfamiliar people)			
	Challenges with making and keeping friends			
	Difficulty with displaying empathy			
	Difficulties coping with feeling and emotions			
	Persistent friction with peer/siblings/family/staff			
	Limited/not involved in social events/sport/community			
	Displays behaviours: overactive/aggression/disruption/offensive/rigid			
	Withdrawn/isolates self from others			
	Vulnerable to the influence of others			
	Difficulty telling the truth/exaggerates			
	Challenges with taking responsibility for actions			
Notes:				

Appendix 4 Modifying Tasks / Content

