



# INCLUSIVE EDUCATION POLICY

<b>Issued</b>	<b>August 2021</b>	<b>Replaces</b>	<b>New Policy</b>	<b>Revision due</b>	<b>August 2022</b>
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*“An education in the fullness of humanity should be the defining feature of Catholic schools. An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts”* - Pope Francis

## **STATEMENT OF POLICY:**

Ryan Catholic College is committed to supporting and educating each and every student to their potential. Social inclusion and student wellbeing are fundamental to Queensland Catholic schools and incorporates the inclusion and support of students who may require educational adjustments. All Ryan Catholic College staff play a significant role in a whole school approach to valuing the uniqueness and diversity of each student. By providing a safe and supportive environment that responds to individual needs, all students can engage with the curriculum. Through the use of inclusive practices, we create an environment that supports and nurtures all students and have high expectations, recognising that, with the right support, all students can succeed.

## **INTRODUCTION:**

Ryan Catholic College meets their obligations under the *Disability Standards for Education 2005* and Disability Discrimination Act (1992) by ensuring that all students are able to participate in the Australian Curriculum through rigorous, meaningful and dignified learning programs. Ryan Catholic College aims to provide students of advanced learning cognition, access to extension and/or accelerated educational programs and opportunities for further growth. Inclusive education is more than a set of practices, it is a way of thinking about people, diversity, learning and teaching.

## **POLICY DIRECTIVE:**

Ryan Catholic College will:

- Promote professional learning in the area of inclusive practice.
- Encourage collaborative planning and decision making which includes students, families and educators as integral members of the school community.
- Encourage collaborative partnerships and service agreements with agencies beyond the College to support the particular needs of students.
- Encourage the development of environments that are accessible, stimulating, safe and welcoming.

Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, or peers of advanced cognition; supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

Inclusive education differs from other approaches and practices in significant ways:

- Integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.
- Segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.
- Exclusion – students are unable to access any form of education.

### **References:**

- *Disability Standards for Education (2005)*
- *Disability Discrimination Act (1991)*
- *Diocesan Education Council, Inclusive Practices in Catholic Schools Policy (2020)*
- *Alice Springs (Mparntwe) Education Declaration (2019)*
- *QCEC Inclusive Practices for Qld Catholic Schools Policy (2019)*