




Inclusive School Policy

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Introduction

Southern Christian College recognises that inclusive education is a human right, best for everyone, based on evidence and supported by law. The College supports the concept of an Inclusive School. The College recognises the Salamanca Statement (adopted by UNESCO in 1994).

This Statement states:

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse learning needs of their students, accommodating both the different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities”

As members of the College community all students have the right to;

- Learn about and model Christ’s teaching;
- Enjoy a safe and healthy College environment;
- Be free from bullying, harassment and discrimination;
- Be supported in their educational goals;
- Express their own individuality; and
- Join in school activities and have fun.

Purpose

This policy seeks to highlight and promote the development of an inclusive school culture within the College community.

Scope

This policy applies to all employees, casual contract staff and volunteers of the College.

Background

The College acknowledges the Melbourne Declaration on Education Goals for Young Australians as an excellent and useful foundation for developing an inclusive school. The Melbourne Declaration on Educational Goals for Young Australians articulates nationally consistent future directions and aspirations for Australian schooling agreed by all Australian Education Ministers (2009).

The Melbourne Declaration has two overarching goals for schooling in Australia:

- Goal 1 Australian schooling promotes equity and excellence
- Goal 2 All young Australians become successful learners, confident and creative individuals, and active and informed citizens

The Melbourne Declaration includes a Commitment to Action in the following eight interrelated areas in order to support the achievement of the educational goals:

- Developing stronger partnerships;
- Supporting quality teaching and school leadership;
- Strengthening early childhood education;
- Enhancing middle years development;
- Supporting senior years of schooling and youth transitions;
- Promoting world-class curriculum and assessment;
- Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds; and
- Strengthening accountability and transparency.

Aims

The College recognises:

- Its responsibility for meeting the educational needs of all students;
- We value diversity and respect the right of all students to be welcomed and to belong;
- That, as far as reasonably possible, all students are given the opportunity to be involved in all aspects of College life through reasonable adjustments to cater for their needs;
- The individuality and dignity of each young person and fosters the development of each one's unique potential; and
- Its responsibility to provide pastoral care for all students and have concern for those who may be disadvantaged in any way.

Policy

Southern Christian College will work to develop and deepen its practice as an inclusive community of learning, and will develop and implement the following strategies:

- Cater for students with severe learning difficulties through the operation of the Learning Support Unit;
- Assist students with language difficulties through the Learning Support Program (EAL/D section);
- Modify work to cater for the wide range of student ability in mixed classes

- Place students in ability appropriate classes;
- Maintain equipment and infrastructure to enable students with physical limitations to move around the College using their personal mobility equipment;
- Ensure that all students are involved in regular classes at least some of the time during the school week;
- Where possible, grant concessions and exemptions to students with financial difficulties so that all have access to the College and activities;
- Work to eliminate discrimination of any kind within the College;
- Use Restorative Justice practices to repair relationships when necessary; and
- Where possible, use external community based services to assist with the integration of students from different cultures into the College community.

Other relevant reference documents

- SCC Founding Vision
- SCC Statement of Faith
- SCC Mission Statement
- SCC Anti-Bullying, Harassment and Discrimination Policy
- SCC Enrolment Policy
- SCC Student Differentiated and Special Needs Learning Policy
- UNESCO Salamanca Statement <https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- Melbourne Declaration on Education Goals for Young Australians
http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf