Inclusion Policy

Policy No:	1.2	Version: 3	March 2026
Responsibility:	School Chair	Scheduled Review Date:	March 2029

1. Purpose

To clearly articulate Tarremah's approach to ensuring it offers an inclusive environment welcoming to all students, including students with disabilities.

2. Policy Statement

Tarremah Steiner School is strongly committed to working with all students, including students with disability and varied learning needs. We strive to develop a diverse School community, reflective of the broader society, and support students to understand, respect and value individuals, and recognise their strengths and weaknesses. We recognise that students with disability may require additional support to access and participate fully in the curriculum, and we are committed to ensuring every student has equitable opportunities to engage in and benefit from their learning. All reasonable effort is made to work with parents, teachers, student support staff and external agencies to identify disabilities and make reasonable adjustments.

Tarremah offers a safe and inclusive learning environment reflecting the value we place on diversity. The School works to achieve equitable educational outcomes for students with disabilities. Our processes and practices are informed by current research and relevant disability legislation, including the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

3. Policy Elements

3.1 Scope of Policy

This policy outlines the School's approach to creating a supportive environment for all students. To support students this policy includes the following elements:

4.1 Identification of Need

4.2 Identification of Appropriate Adjustment

4.3 Limitation to Adjustment

4.4 IEP for Learning

4.5 IEP for Behaviour

4.6 Resourcing

4.7 Access and Participation

4.8 Strategies to Access and Support Teacher Capacity

4.9 Inclusive Culture

3.2 Definitions

3.2.1 The Disability Standards for Education 2005 define disability as any of the following:

- Total or partial loss of the person's bodily or mental functions.
- Total or partial loss of a part of the body.
- The presence in the body of organisms causing disease or illness.
- The presence in the body of organisms capable of causing disease or illness.
- The malfunction, malformation or disfigurement of a part of a person's body.
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction.
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.

And includes a disability that:

- presently exists or
- previously existed but no longer exists or
- may exist in the future or
- is imputed to a person.

3.2.2 The broad categories of disability are: Physical, Cognitive, Social/Emotional and Sensory.

3.2.3 The Disability Discrimination Act outlines discrimination within an educational context as any of the following:

i. Refusal or failure to accept an application for admission from a person with a disability, except when it will cause the school unjustifiable hardship.

ii. Accepting a person with a disability as a student on less favourable terms or conditions than others. For example, asking a person with a disability to pay higher fees.

iii. Denying or limiting access to people with a disability. For example, not allowing a person to attend excursions or join in school sports, delivering lectures in an inaccessible format, and inaccessible student common rooms.

iv. Expelling a person because of a disability, or

v. Subjecting a person with a disability to any other detriment.

vi. Humiliating comments or actions about a person's disability, such as insults, or comments or actions which create a hostile environment.

4. Procedures

4.1 Identification of Need

4.1.1 During Enrolment Process

At the time of applying for enrolment, Tarremah requests full disclosure, with supporting documentation, from prospective parents, carers and guardians regarding any diagnosis, special learning needs or trauma background of the student. The School also requires parents to disclose any particular physical or social needs that should be considered when making plans for that student. Tarremah will assess each student's needs independently when determining whether to accept an application for enrolment, including obtaining advice from experts in the field of the particular disability and discussions with the student's parents, guardians or carers.

A student's disability should not negatively affect their prospect of enrolment. A place will be offered so long as there is capacity in the class, the parents are able to meet the ordinary expectations set out in the Enrolment Policy, and enrolment of the student will not cause the school unjustifiable hardship.

4.1.2 Post Enrolment Process

Tarremah teachers strive to gain as full an understanding of each child's learning needs and participate in a collaborative process to determine these needs. If a teacher suspects a student may have an undiagnosed disability, they will consult with our Student Support team and inform parents in writing, asking that a formal diagnosis be sought from an appropriate specialist. Screenings and tests to better identify a child's strengths and challenges may be recommended, and the Student Support Teachers can help with making referrals to professionals. These referrals could include physical assessments (hearing, sight, general health), and/or emotional or cognitive assessments (Educational Psychologist or Pediatrician). Ultimately the goal of these assessments is to improve the educational and social outcomes for every child by making reasonable adjustments.

In the case of a parent being unwilling or unable to pursue an assessment conducted by an external specialist, the school will work on the assumption that the student has an 'imputed' diagnosis if there is sufficient documentation to support such an assessment.

4.2 Identification of Appropriate Adjustment

Tarremah will identify and implement appropriate adjustments to support equitable participation for all students in the educational program. Adjustments may include administrative, resource and facilities, procedural modifications, or modifications to the school environment depending on the needs of the student.

Once the adjustments required to support the prospective student have been identified, Tarremah will then consider whether those adjustments are reasonable in the circumstances and whether making those adjustments would cause unjustifiable hardship for the school. An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student with the disability, the school, staff and other students.

4.3 Limitations to Adjustment

The Disability Discrimination Act does not require adjustments to be made if this will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship.' The School is entitled to ensure that the integrity of the learning program is maintained.

Tarremah will discuss the reasonable adjustments and support that the school is able to provide with prospective parents, carers and guardians, to determine whether enrolment of the student at Tarremah is appropriate and in the best interests of the student.

After enrolment, the teacher or Student Support team may further screen the student to determine their academic and social/emotional needs. Parents and carers of students who require an Individual Education Plan (IEP) will meet with teachers and Student Support. There is regular consultation with parents/guardians as needed to discuss concerns and provide opportunity for amendment.

Students are expected to attend timetabled classes and will only be withdrawn from classes if such an adjustment is required and detailed in the student's Individual Education Plan (IEP) or as advised by a Specialist through a report.

4.4 IEP for Learning

Upon identification of a disability or an imputed diagnosis, an IEP will be prepared identifying the strategies that are most likely to support the individual students need. This may include reasonable adjustments to the learning program.

A child's need for adjustment may change during their time at Tarremah or they have a new diagnosis, which may require the levels of adjustment to change. If the levels of adjustment need to be updated or changed, we will assess whether the new levels of adjustment required are reasonable in the circumstances and whether they cause unjustifiable hardship to the school. Student Support staff use case studies to work with staff on the different categories of disability and the different

levels of adjustment. Individual Education Plans are circulated at faculty meetings, and via email, and are put into the School's Management System.

Our Student Support Coordinators collate the evidence of adjustment for students, in-line with their Individual Education Plan. This evidence is held in each student's file, and may be referred to teachers' planning documents. This evidence must be collated prior to the NCCD census at the beginning of Term 3.

Our Student Support Coordinators moderate the level of adjustment required for each student. Moderation training is provided to ensure that a student is placed within the correct category of disability and to ensure appropriate resources and adjustments for the student can be provided.

4.5 IEP for Behaviour

Prior to Enrolment, the school will seek information about the individual behaviours of students and will consult with the parents/ guardians, caregivers, special education experts and therapists of the student in this regard. An IEP will be prepared for all students who have behavioural difficulties that are a significant part of their disability.

The school will monitor the success of the plan for each student and continue to consult with all interested parties if an amendment to the plan is required. In implementing an IEP for behaviour, all staff and other persons working with the student need to identify any risks to their or others' health, safety and welfare. Those risks will be assessed by the school and appropriate controls put in place following consultation with all interested parties to eliminate or minimise the identified risks.

Students with IEPs for behaviour in place are required to comply with reasonable school rules, such as those contained in Tarremah's Behaviour Support Policy. Parents and carers are required to support the student and staff in the implementation of such a plan.

4.6 Resourcing

Tarremah strives to provide resources so that teachers can deliver the curriculum by creating learning opportunities with appropriate differentiation. All reasonable efforts will be made to accommodate learning and behaviour needs.

4.6.1 Classroom Assistance would include:

i. Class teachers and specialist teachers making individual and group adjustments within their classes to address the learning, social and behaviour needs of the students in each class.

ii. Student Support Coordinators working in close collaboration with classroom teachers, the teaching assistants, and our Student Support Specialists to help them develop Individual Education Plans, programs and resources.

iii. Teacher Assistants provide support to each class.

4.6.2 Out-of-Class Assistance would include:

i. Small group sessions and some individual classes occuring within the classroom or in one of the two dedicated Student Support rooms, dependent on assessed need.

ii. A Life-Skills program may run when the School has students with extensive needs.

iii. An Extra Lesson teacher providing individual or small group instruction to assist students with gross motor skills. Parents are able to book private instruction in this area through the Class Teacher or Guardian, as appropriate.

iv. An Art Therapist provides individual and group support to help overcome social and emotional challenges

v. The Student Counsellor will be available to support students and when appropriate suggest external specialists or organisations that might be able to offer further support.

4.6.3 External Support

The School will advise parents of appropriate specialists and actively work with specialists to make reasonable adjustments that support a student's needs.

4.7 Access and Participation

Where age appropriate, students are invited to participate in the development of their IEP.

Physical: Tarremah Steiner School has wheelchair access to most areas of the school with a plan in place to increase access to all areas. Adjustments have been made in many classrooms for hearing and attention impairment.

Educational: Programs are developed and adjusted to include all students. This includes programs such as outdoor education, art, gardening, physical education and school festivals.

4.8 Strategies to Assess and Support Teacher Capacity

It is a professional expectation that all teachers will differentiate their instruction, activities and assessment to meet individual needs. We recognise that the demand of teachers increases as their class size increases, particularly if the class includes a greater proportion of students requiring adjustments. To help ensure the teacher can maintain a high level of instruction and support for all children, the Educational Facilitator will regularly consult with Teachers and the Coordinators of Student Support. If there is concern that a teacher is struggling to adequately meet the needs of their Class, one or more of the following considerations may be made:

4.8.1 A Teacher may be required to undertake specific training to help them identify and make adjustments for specific conditions.

4.8.2 An additional assistant may be allocated to classes with a student requiring extensive adjustment, or to classes with a large number of students requiring substantial adjustment.

4.8.3 The total number of students with disability, within one class, may be limited.

4.8.4 The maximum number of children in a class may be reduced to ensure that the teacher or teachers of that class are able to reasonably cater for the needs of all the children in their class.

4.8.5 The capacity of the class may be adjusted to reflect the higher needs in line with the NCCD scale of need. The following table will be used as a guide:

Level of adjustment expected (NCCD)	Quality differentiated teaching practice	Supplementary adjustment required	Substantial adjustment required	Extensive adjustment required
Number of students	7	4	2	1
Reduction in Capacity	0	1	1	2

4.9 Inclusive Culture

Teachers strive to develop a culture of inclusion in students, staff and parents in every aspect of the school's operations. Staff work towards establishing and maintaining discrimination-free relationships and conditions. All staff are required to complete training on Disability Discrimination Act (DDA) and on neurodiverse behaviour and learning needs, including for example ADHD, Autism Spectrum Disorder and Specific Learning Disabilities.

5. Responsibilities

All Staff – Teachers, Assistants and Administrative Staff

Student Support Teachers

Education Administrator

Education Facilitator

School Chair

6. Related Documents

Enrolment Policy

Attendance Policy

Confidentiality and Privacy Policy

Equity (Eliminating Prejudice and Bias) Policy

Behaviour Support Policy

Workplace Health and Safety Policy

7. Reference/Legislation

Disability Discrimination Act 1992 (Australian Government)

Disability Standards for Education 2005

Nationally consistent collection of Data: School Students with a Disability (Australian Government)

WHS Act 2011

8. Contact Point

Class Teacher

Education Facilitator

School Chair

9. Authorisation

Executive: Council:

Name:

Signature:

Date:

Latest update: April 2026	
Name of Policy	Inclusion Policy to replace Students with Disability Policy
Purpose, Policy Statement and Policy Elements	The Purpose, Policy Statement and Policy Element sections, and numbering throughout the Policy have been updated to reflect a unified policy wide approach.
Student Support	The term Learning Support and been changed to Student Support reflecting a broader approach.

Student Counsellor Procedures	The role of Student Counsellor replaces Guidance Counsellor Procedures have been refine, with great focus on range of strategies used to identify need, identify strategies for inclusion, and determine what resources might be available.

VERSION	**UPDATE**	**EDITED BY**	**CHANGE DESCRIPTION**
3	April 2026	KM, SC, MB	Name of Policy - Inclusion Policy to replace Students with Disability Policy. The Purpose, Policy Statement and Policy Element sections, and numbering throughout the Policy have been updated to reflect a unified policy wide approach. The term Learning Support and been changed to Student Support reflecting a broader approach. The role of Student Counsellor replaces Guidance Counsellor. Procedures have been refined, with greater focus on range of strategies used to identify need, identify strategies for inclusion, and determine what resources might be available.