



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

If you require access to this policy in a language other than English, please contact the Principal's office on 9016 2000

Student care policy

Rationale

Penleigh and Essendon Grammar School is a respectful and inclusive community where students are encouraged to respond to challenges, adapt to a changing world and thrive. All students should enjoy enriching experiences in which they can achieve success commensurate with their potential. In this context, students' individual needs are acknowledged and addressed.

Collection of information

To comply with national practices for collecting and reporting data on how students with disabilities access school education and to support provision of student learning experiences and individual care, the school acts to collect information about every student as early as possible during the process of enrolment and stores and distributes information to staff on a need-to-know basis.

This information may include evidence about factors likely to inhibit a student's participation in school life or other individual learning needs. Information requested from the student's parent or caregiver includes any assessment and documentation provided by an appropriate professional consultant. This will support the identification of the student's needs and can offer advice concerning management practices.

Individual challenges to participation

The school offers a broad and inclusive program that engages and challenges students at every level. All students are encouraged to participate in a variety of activities and pursue interests in depth, to employ higher order thinking skills and capitalise on capacities for creative thinking.

For some students, educational experiences require acknowledgement of individual needs which may affect access to opportunities to learn, whether illness, disability or developmental delay. The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 define disability (refer to Appendix) and, together with the Victorian Equal Opportunity Act 2010, enshrine the rights of students with disabilities to an education tailored to their needs. Disability Standards for Education clarify and make more explicit the obligations of schools and all education and training providers under the Disability Discrimination Act and the rights of people with disabilities to access education and training.

The Standards address the following obligations of schools and the rights of students and parents:

- making reasonable adjustments;
- enrolment standards;
- participation standards;

- standards for curriculum development, accreditation and delivery;
- student support services;
- responses to harassment and victimisation;
- treatment of a student as a consequence of a disability of an associate.

NOTE: A 'reasonable adjustment' is justifiable and supported by the school with valid reasons although it may not be the one preferred by the student or their parents.

The School acknowledges the importance of the legislation and asserts the school's determination to fulfil its obligations to students.

Making reasonable adjustments

Some students have conditions inhibiting their participation and progress at school and require adjustment to the delivery of curriculum. These circumstances may occur as a consequence of an illness, disability or individual circumstance as described by the following categories:

- sensory impairment;
- physical disability;
- cognitive disorder: including language disability or delay, learning disabilities and learning difficulties;
- social/emotional difficulties;
- neuro diverse conditions;
- other behavioural difficulties;
- developmental delay.

Responding to the needs of students with a medical condition or disability

For some students, attendance or participation is limited as a consequence of a medical condition, injury, disability or disorder. Additional support is needed for the student to access the curriculum although they do not need modification to its content.

The School will:

- establish procedures to support student health care needs and access to the curriculum during the school day;
- manage distribution of medications at school;
- train staff to meet specific student health care needs not covered by basic first aid training;
- create a Student Health Support Plan for every student identified with a special health care need;
- communicate relevant policies and procedures to the school community.

Some examples of conditions for which a Student Health Support Plan should be developed are:

- acquired brain injury
- cancer
- cystic fibrosis
- diabetes
- epilepsy
- neurological disorder
- mental health issues.

A Student Health Support Plan addresses the support required by the student during the school day. It is not intended to address circumstances requiring modification to the curriculum or learning outcomes.

Support should:

- respect the student's dignity and privacy;
- keep the student safe and comfortable;
- enhance learning;
- minimize interruption to the education program.

Refer to the Student Health Support Policy for additional information.

The special requirements for anaphylaxis and asthma management are acknowledged and the Anaphylaxis Management Policy and Asthma Management Policy deal with monitoring and individual management of these health conditions.

Responding to the individual needs of students via a modified program

For some students with individual needs, adjustment to the learning program is required. In this case the focus is on what they need to know for success in the future. Upon enrolment or upon identification of individual needs for a student already enrolled, the following steps are taken:

- Consultation with student and parents to ensure that a reasonable adjustment is agreed upon and implemented in a timely fashion.
- In cases where modification of the curriculum is required a Program Support Group (PSG) is established in which teacher, parent and student participate and an Individual Education Plan is negotiated to provide the adjustments required to comply with the student's individual needs.
- PSG meetings are held regularly and documented, with accurate records of all agreed upon outcomes and adjustments kept.

Refer to the Individual Learning Policy for further information.

Co-curricular opportunities for students with individual needs

The co-curricular program provides for all students the opportunity to associate with fellow students across a range of ages who possess similar interests. Participants benefit from working with experienced and specialist staff in activities including music ensembles, dance and drama workshops and productions, representative sporting teams, public speaking and chess clubs. Students with individual needs are encouraged to contribute to these activities and to participate in social justice activities, student leadership groups, student publications and other extracurricular aspects of school life.

Conclusion

All students should enjoy enriching experiences in which they can encounter success commensurate with their potential. We acknowledge that special support may be needed to enable certain students to access the curriculum and co-curriculum. Their progress is monitored and each student is actively encouraged to develop further to achieve their potential.

Related policies and procedures

Anaphylaxis Management Policy
Asthma Management Policy

Concussion Management
First Aid Policy
Individual Learning Policy
Policy for Individual Needs
Protocol for administering medication
Psychologist Policy
Student Health Support Policy

Appendix: Disability Discrimination legislation

The Disability Discrimination Act 1992 and 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 judgment or that results in disturbed behaviour.

The Act and Standards also explicitly include a disability, either temporary or permanent, that

- presently exists;
- previously existed but no longer exists;
- might exist in the future (including because of genetic predisposition to that disability);
- is imputed to a person.

It is not a requirement of the Act or the Standards that a student is diagnosed by a qualified health professional to be recognised as a student with disability or that there is acknowledgement of the existence of disability by the student or parents.

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