



## ENROLMENT OF STUDENTS WITH DISABILITY AND COMPLEX EDUCATIONAL, SOCIAL AND EMOTIONAL NEEDS POLICY

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*Following Marcellin, we encourage students always to strive to improve, to give the best of themselves. We communicate our belief in their potential for growth and achievement. We create learning situations where each student can succeed and is affirmed.*  
*(In the Footsteps of Marcellin Champagnat #132)*

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### Rationale

Catholic schools exist to further the mission of the Church. In Western Australia the Bishops' Mandate requires Marist Schools Australia to make school education available to all Catholic children, as far as resources allow.

As a Marist school, Newman College has at its heart a distinctive spirituality. Marists commit themselves to living the gospel of Jesus with the same faith, hope and compassion that Mary did.

The founder of the Marist Brothers, St Marcellin Champagnat, taught 'to educate a child you must first love them and love them equally'.

### Context

Newman College has a proud history of educating hundreds of children with particular learning and social needs. We acknowledge that during the enrolment application process, careful priority needs to be given to the provision of learning and wellbeing support.

At Newman College we recognise our legal obligation to ensure the ongoing health and safety of students and staff, including the student seeking enrolment. It is therefore important to give careful consideration to conducting and documenting risk assessments where required.

This particularly applies if a student's history indicates any references to suspension or exclusion from school as a result of violent or other challenging behaviour. Information from previous educational institutions and professionals may prove to be a critical aspect in the development of an effective risk assessment.

Since the enrolment process relies on full and accurate disclosure of information, any misleading or false testament, which includes omission of relevant information, may lead to an offer of enrolment being withdrawn.

At Newman College we are prepared to provide reasonable adjustments to the enrolment process as an obligatory element of the Disability Discrimination Standards for Education (2005).

This policy is designed to address situations where a student has a disability and/or complex educational, social or emotional needs. As the needs of each such student will differ, the College reserves the right to amend this policy as it is applied to an individual student's circumstances to ensure the health and safety of staff, students and other members of the school community.

## Principles

- i. Newman College commits to providing a distinctly Catholic and Marist education for all enrolled students
- ii. Newman College recognises the uniqueness of each student
- iii. Newman College has a preferential option for the poor and marginalised
- iv. Newman College fulfils its mission in partnership with parents who are the first educators of their children
- v. At Newman College, all curriculum programs are designed to meet the needs and capabilities of students
- vi. There is recognition at Newman College that all students have specific learning needs
- vii. Newman College accepts all applications for enrolment. However, a subsequent offer of enrolment may be contingent upon the interview process and the ability of the College to accommodate a student's needs

## Procedures

### 1. Application for new enrolment at Newman College

Process where a student's disability and complex social and emotional needs are disclosed at time of enrolment

#### 1.1. Gathering Data

During the enrolment application process, parents/caregivers supply all diagnostic and clinical documentation related to the student's disability and wellbeing needs. The Principal reserves the right to:

- liaise with all treating professionals as required
- be provided with all updated assessments and relevant clinical information throughout the student's time at the school
- communicate with personnel at the student's most recent educational setting
- be provided with all recent school reports (including performance and wellbeing matters)

#### 1.2. Consultation

Depending on the nature and complexity of needs, the Principal might seek guidance from Newman College Diversity Team and AISWA Consultant - Inclusive Education, Marist Schools Australia (MSA) and Vice Principal.

### 1.3. Discernment

If deemed necessary, Key stakeholders are contacted to:

- determine the nature and complexity of the needs and potential adjustments required
- explore educational options and services available within Perth Archdiocesan Catholic schools.

The Principal then conveys decided outcomes to the Regional Director MSA.

### 1.4. Communication of Outcome

Acceptance	Non-Acceptance
If after discernment the Principal decides reasonable adjustments can be provided, an enrolment offer is made and key personnel informed. This acceptance is conditional upon the student's family understanding the College's right to determine the learning pathway for the student including but not limited to the assistance of our Educational Support and or Newman College Diversity team	If after comprehensive review (including a risk assessment), it is apparent that required adjustments would be unreasonable and beyond the capacity of the school: <ul style="list-style-type: none"><li>• the Regional Director MSA is informed</li><li>• the Principal informs outcome to parents/carers</li><li>• the Principal offers to explore alternative options</li><li>• Regional Director MSA and AISWA Consultant – Inclusive Education - made available to assist parents</li></ul>

### 1.5. Transition Planning

If the enrolment proceeds, appropriate levels of adjustment are negotiated with the parents and key stakeholders through an Individual Education Planning process (including a Positive Behaviour Plan or Health Care Plan as required). If options at Newman College or alternative Catholic schools prove inappropriate, the Principal will explore options external to Perth Archdiocesan Catholic schools.

## 2. Active Enrolment within Newman College

Policy when indications of disability and/or complex social and emotional needs emerge or there is a significant deterioration in the student's functioning/behaviour.

### 2.1. Gathering Data

Principal consults parents about changes in student's functioning/behaviour. Parents will be required to provide the school with additional or updated assessments within an agreed period of time of the request. If in the reasonable opinion of the Principal the health and safety of staff, students or other members of the school community are at risk during this interim period while assessments are obtained, the Principal reserves the right to suspend the student's attendance at the College.

Additional adjustments will then be negotiated with parents/guardians with reference to the student's Individual Education Plan (and Behavioural Plan and Health Care Plan). A time-frame for reviewing the effectiveness of the adjustment is agreed upon. The College reserves the right to update the IEP as required. A risk assessment may be required.

Consultation with Regional Director MSA and the AISWA Consultant – Inclusive Education, or Newman Diversity Education/Wellbeing staff may occur.

## 2.2. Discernment

Consultation with key stakeholders may occur depending on the degree and complexity of change in the student's functioning/behaviour.

Communication of Discernment (continuing enrolment approved)	Communication of Discernment (alternative enrolment sought)
Newman College's Vice Principal and Diversity Team may consult with Wellbeing Staff or AISWA Consultant – Inclusive Education to implement the required level of adjustments. These changes are conditional upon the student's family understanding the College's right to determine the learning pathway for the student including but not limited to the assistance of our Educational Support and or Newman Diversity provision  The student's progress is continually monitored and reviewed through an Individual Education Plan/Individual Behaviour Plan/Health Care Plan and communicated to parents/caregivers	If after comprehensive investigation (including risk assessment) it is the view of key stakeholders that the required adjustments are beyond the capacity of the School, the Principal will assist parents/caregivers in seeking an alternative educational placement – initially within Catholic Schools but beyond the Catholic schools should the individual's needs demand it

## 3. Application for Enrolment at Newman College – Disclosure Withheld

Policy when parents/caregivers conceal or are unwilling to supply relevant diagnostic/clinical documentation.

### 3.1. Consultation

Principal contacts and consults Regional Director MSA and the AISWA Consultant – Inclusive Education.

### 3.2. Discernment

After consultation with key stakeholders, parents/caregivers are encouraged to provide all relevant diagnostic/clinical documentation to assist the College in considering its capacity to provide reasonable educational and wellbeing adjustments.

Enrolment Process Continues	Enrolment Process Suspended
Parents/Caregivers offer all relevant documentation and work in partnership with the School. Adjustments are negotiated through the Individual Education Plan/Individual Behaviour Plan/Health Care Plan processes and then documented in the student's Personalised Plan	Parents/caregivers refuse to provide all relevant documentation/fail to approve contact with treating professionals or fail to permit observation of student, the enrolment process is suspended and parents are again requested to comply with data and observation requests
Outcome Communicated (enrolment accepted)	Outcome Communicated (enrolment does not proceed)
Offer of enrolment is made and parents/caregivers are reminded that the school requires regular information and updated assessments in relation to the student's disability/wellbeing needs in order that reasonable adjustments can be made. This commitment is part of the parents' signed enrolment application	If parents/caregivers continue to withhold documentation, refuse access to treating professionals or deny the Principal access to student observation, then the Regional Director MSA and the AISWA Consultant – Inclusive Education will be consulted. Whilst this is occurring, the <b>enrolment does not proceed</b> . The Principal, with support of Regional Director MSA and the AISWA Consultant – Inclusive Education, inform the parents that the enrolment will not be accepted.

#### 4. Active Enrolment Newman College – Disclosure Withheld

Policy when parents/caregivers of a current student conceal or are unwilling to supply relevant diagnostic/clinical documentation.

##### 4.1. Consultation

Principal contacts and consults Regional Director MSA and the AISWA Consultant – Inclusive Education

##### 4.2. Discernment

After consultation with key stakeholders, parents/caregivers are encouraged to provide all relevant diagnostic/clinical documentation to assist the College in considering its capacity to provide reasonable educational and wellbeing adjustments.

If in the reasonable opinion of the Principal, the student's ongoing attendance at the College creates a risk to the health and safety of staff, students or other members of the school community, the student's enrolment may be suspended during the discernment process.

Communication of Discernment (continuing enrolment approved)	Communication of Discernment (alternative enrolment sought)
<p>Parents/Caregivers offer all relevant documentation and work in partnership with the School. Adjustments are negotiated through the Individual Education Plan/Individual Behaviour Plan/Health Care Plan processes and then documented in the student's Personalised Plan</p> <p>Vice Principal and Newman College's Diversity Team may consult with Wellbeing Staff or AISWA Consultant – Inclusive Education to implement the required level of adjustments</p> <p>These changes are conditional upon the student's family understanding the College's right to determine the learning pathway for the student including but not limited to the assistance of our Educational Support and or Diversity provision</p> <p>The student's enrolment continues and progress is continually monitored and reviewed through an Individual Education Plan/Individual Behaviour Plan/Health Care Plan and communicated to parents/caregivers</p>	<p>If after comprehensive investigation (including risk assessment) it is the view of key stakeholders that the required adjustments are beyond the capacity of the School, the Principal will assist parents/caregivers in seeking an alternative educational placement – initially within Catholic Schools but beyond the Catholic system should the individual's needs demand it.</p>

## Related Documents - Enrolment Planning

- School Education Act (1999)
- Support Policy for Students with Complex Care Needs – Medical Assistance (2015)
- Disability Discrimination Act (1992)
- Disability Discrimination Standards for Education (2005)
- Newman College Enrolment Policy

## Supporting Documents

### Documentation from Treating Professionals

- Auditory or Vision assessment
- Medical/Specialist reports
- Previous School report
- Occupational Therapy Assessment
- Psychiatric report
- Speech and language assessment
- Psychometric Test and Adaptive Functional assessment

### School Documentation

- Individual Education Plan
- Individual Behaviour Plan
- Health Care Plan
- Risk Assessment matrix
- Individual Personalised Plan
- Minutes from review meetings and interviews

### **Key Stakeholders**

#### Core Personnel:

- Principal
- Vice Principal
- Parent/caregiver
- Student
- Wellbeing staff
- Diversity Team

#### Extended personnel:

- Regional Director MSA
- AISWA Consultant – Inclusive Education
- External specialists eg Psychologist, Speech Pathologist