



SYDNEY JAPANESE  
INTERNATIONAL  
SCHOOL  
シドニー日本人国際学校

## Inclusivity Policy and Procedure for Students with Disability and Learning Needs

# Inclusivity Policy and Procedure for Students with Disability and Learning Needs

## 1. Policy Statement

Sydney Japanese International School (SJIS) is committed to providing an inclusive, supportive, and equitable learning environment that ensures all students, including those with disability and learning needs, have access to high-quality education. In line with the **Disability Standards for Education 2005 (Cth)**, **NESA requirements**, and relevant **NSW and Commonwealth legislation**, SJIS aims to identify and support students with diverse learning needs to achieve their full potential.

## 2. Objectives

- To ensure that students with disability or learning needs are identified early and supported appropriately.
- To meet the legislative obligations under the **Disability Discrimination Act 1992 (Cth)**, the **Disability Standards for Education 2005** and the **2024 Revised Act for Eliminating Discrimination against Persons with Disabilities**.
- To align practices with **NESA's Curriculum and Assessment Policy** and the **Nationally Consistent Collection of Data on School Students with Disability (NCCD)**.
- To foster a school culture that values diversity and promotes inclusive education across both the NSW and Japanese curricula.

## 3. Definitions

- **Disability:** As defined by the **Disability Discrimination Act 1992**, a disability may be physical, intellectual, sensory, neurological, psychiatric, or a learning disability.
- **Learning Needs:** May include difficulties with literacy, numeracy, processing information, attention, or social-emotional functioning that impact academic progress.

- **Reasonable Adjustment:** Measures taken to enable a student with a disability to participate in education on the same basis as their peers.

## 4. Identification of Students

### 4.1 Referral and Screening

- On enrolment The Head will meet with parent/carer(s) and conduct an assessment of the student before offering a place. At this assessment any significant documents related to the student's learning will be received and reviewed by the School. These documents are stored on the school's central database - Sentral, and shared with the classroom teacher. These documents are marked confidential
- Teachers, parents, or carers may initiate a referral if a student is displaying signs of learning difficulty or disability.
- Observational data, work samples, and student assessments will be used to inform initial concerns.
- If necessary, external specialists (e.g., psychologists, speech therapists) may be consulted.

### 4.2 Formal Assessment

- The school may recommend formal diagnostic assessments with parental consent.
- SJIS supports access to external assessments in English or Japanese, depending on the student's primary language and curriculum stream.

### 4.3 Documentation

- All identified disabilities or learning needs will be documented securely in student records.
- SJIS maintains confidentiality in line with **NSW Privacy Laws**.

## 5. Support Procedures

### 5.1 Planning and Adjustment

- In consultation with the Learning support teacher and classroom teacher an **Individual Education Plan (IEP)** or **Individual Behaviour Plan (IBP)** and **Personalised Learning Pathways Plan (PLP)** is developed for eligible students.
- Plans are created collaboratively with input from teachers, parents, learning support staff, and the student where appropriate.
- Adjustments may include: modified tasks, assistive technology, alternative assessments, Student Learning Support Officer (SLSO) support, or social-emotional interventions.

## 5.2 Curriculum and Assessment

- Adjustments will be made in accordance with **NESA guidelines**, including Stage Statements, Life Skills outcomes and content, or modified NSW syllabus outcomes.
- For students following the Japanese curriculum, equivalent support is provided while maintaining consistency with NSW inclusivity standards.

## 5.3 Ongoing Monitoring and Review

- IEPs/IBPs/PLPs are reviewed each semester or as needed.
- Teachers document student progress and the effectiveness of adjustments in the school central data-base - Sentral
- The Learning Support Team (LST) including the EAL/D teacher and SLSOs hold regular meetings to review cases and coordinate services.

## 6. Roles and Responsibilities

- **Principal/Head of International Division and Head of Japanese Division:** Ensures policy implementation, compliance with legislation, and adequate staffing.
- **Learning Support Teacher:** Oversees identification, planning, and delivery of support programs; liaises with staff, families, and external agencies and manages the NCCD collection for the school.
- **Classroom Teachers:** Implement classroom-based adjustments and differentiated instruction; monitor progress.
- **Parents/Guardians:** Partner with the school in decision-making and support plans.
- **Students:** Where age-appropriate, contribute to planning and feedback.

- **SLSO:** Support students with diverse learning needs as directed by the Head

## **7. Professional Learning**

- SJIS strives to provide annual staff training on disability awareness, inclusive practices, and NESA requirements.
- Ongoing professional development is encouraged for all staff in both the Japanese and NSW curriculum streams.

## **8. Complaints and Appeals**

- Complaints regarding disability support should follow the **SJIS Complaints and Grievances Policy**.
- Appeals may be made in writing to the Principal or delegate and will be addressed promptly and confidentially.

## **9. Policy Review**

This policy will be reviewed every three years, or earlier if required due to legislative or NESA changes.