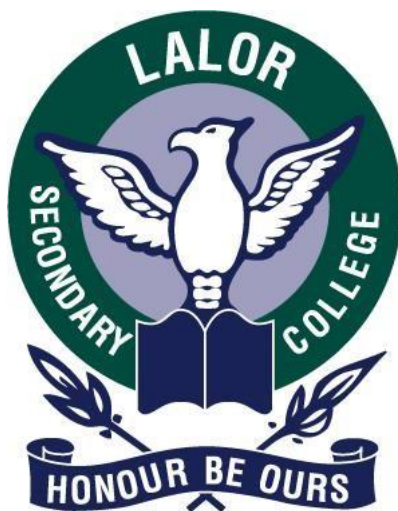


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## LALOR SECONDARY COLLEGE

# Inclusion, Diversity and Modification Policy

2024 - 2027

*Date ratified by School Council: 20<sup>th</sup> August 2024*  
*Review date: August 2027*

## PURPOSE:

The purpose of this policy is to explain Lalor Secondary College's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. To ensure all students are provided with the opportunity for success in Assessment Tasks, and to provide a high-quality education that allows all students to succeed. This policy should be read alongside the following Department of Education and Training policies:

- Equal Opportunity and Human Rights - Students
- For staff, the Respectful Workplaces policies (including Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying) as these whole of Department policies apply to all staff at Lalor Secondary College.

## POLICY

### DEFINITIONS

**Personal attribute:** a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

**Direct discrimination:** unfavourable treatment because of a person's protected attribute.

**Indirect discrimination:** imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

**Sexual harassment:** unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

**Disability harassment:** an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

**Vilification:** conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

**Victimisation:** subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

### INCLUSION AND DIVERSITY

Lalor Secondary College strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

Lalor Secondary College is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their

backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Lalor Secondary College acknowledges and celebrates the diversity of backgrounds and experiences in our school community, and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Lalor Secondary College we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Lalor Secondary College will:

- actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts, camps, excursions, formals, performances, and other extra-curricular activities), on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Lalor Secondary College. We will take appropriate measures, consistent with our *Student Code of Behaviour* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, student manager, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

## MODIFICATION:

### PRINCIPLES

The key objective of Lalor Secondary College is to make reasonable adjustments (see Appendix D. Appendix E.) to eligible students in order to facilitate the development and achievement of learning outcomes and Assessment Tasks.

Lalor Secondary College will endeavour to make reasonable adjustments to maximise the learning opportunities of students with additional learning needs through adapting teaching and learning strategies to develop students' knowledge, skills and behaviours in a range of domains and contexts.

It is intended that the CONTENTS of assessments are NOT altered, but rather the way in which the students understanding is demonstrated. This can be achieved through the use of a range of adjustments such as targeted questioning techniques, the mode in which the assessment task is delivered and/or the extension of time. All modified assessment tasks will be clearly highlighted on the students' semester reports.

## **ELIGIBILITY:**

To be eligible, the student must meet one of the criteria listed below:

- 'Tier 3', Disability Inclusion students.
- 'EAL status' in a category pertaining to learning difficulties.
- 'Other' students may be eligible who are experiencing significant difficulties in coping with the 'common' assessments ('Tier 2' Disability Inclusion students).

Modified assessments would only be made available to these 'other' students after consultation with the Disability Inclusion Team in conjunction with the classroom teachers, Well-being team, Sub School Leaders, and parents. Parents must give written consent for modification to occur. In all cases parents/carers will be involved in this process and have to approve their son/daughters work to be modified. Lalor Secondary College acknowledges that 'the parents/carers involvement is central to achieving student success. Involving the family in curriculum planning is an approach that recognises the student as a functioning member of the broader community. Acknowledging and involving the student's family can establish positive relationships and promote communication'. All referrals for modification must follow the process outlined in Appendix B.

Students who qualify for Department of Education and Training Tier 3 Disability Inclusion will discuss the relevant modification in Student Support Group Meetings each semester, and modification will only occur in subjects deemed necessary by the Student Support Group in consultation with parents.

## **POSSIBLE MODIFICATION PROTOCOLS**

- Extra working time
- Rest breaks
- Use of assistive technology (including computers, tablets)
- Readers
- Scribes
- Clarifiers
- Separate room
- Rest breaks
- Visual aids
- More structure provided (templates, prompts, tables, etc.)
- Additionally - See Appendix A.

## **PROMOTION/VCE/VCE VOCATIONAL MAJOR**

Modification is no way intended to provide easy alternative for students. The modified tasks do not equate (in terms of value) to the value given to mainstream assessment. This will be considered when looking at student promotion. VCE choices may be limited as a result of the modification. It is also not a replacement for the considerations process at VCE level. The application for Special Provision at VCE is administered by the Victorian Curriculum Assessment Authority (VCAA). More information and applying for VCE special provision is located at: <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx> . The assessment modification will not impact on the student's selection when applying for the Vocational Major program at Years 11 and 12. The main focus for selection for this program is facilitated via an interview process where the student's aptitude towards the Vocational Major objectives is determined.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website
- Included in staff induction processes and staff training
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request
- Reviewed at School Council

## RELATED POLICIES AND RESOURCES

- Student Code of Behaviour
- Bullying Prevention Policy
- Child Safety Policy
- Child Safety Code of Conduct
- Duty of Care Policy
- VCE Policy Staff and Student Handbook

For staff, please see the Department’s [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department’s Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Approved by	Principal – Corey Jewel
Next scheduled review date	August 2027

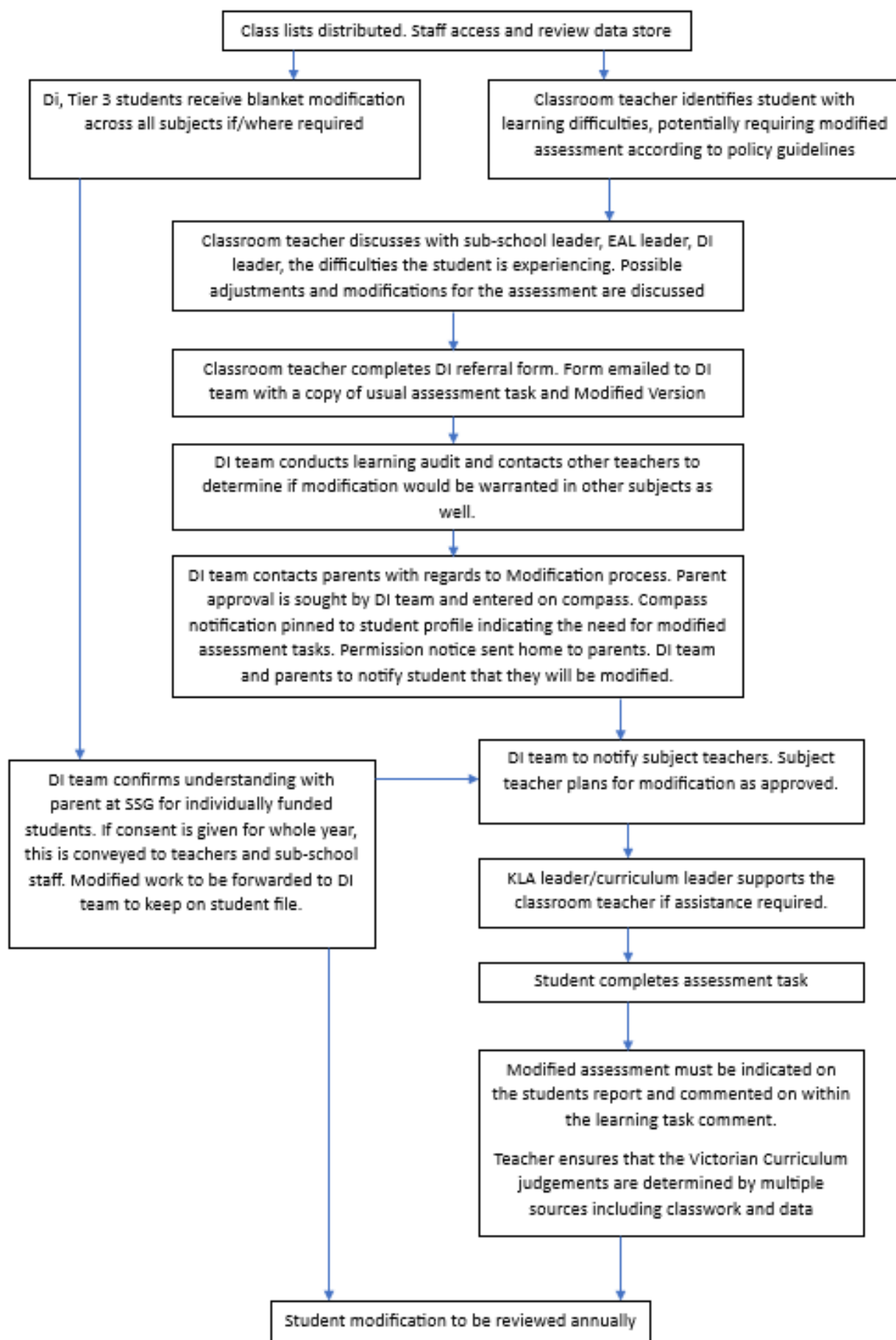
## APPENDIX A

<p align="center"><b>Quantity * ●</b></p> <p>Adapt the number of items that the student is expected to learn or number of activities student will complete prior to assessment</p> <p><i>For example:</i> Reduce the number of Science terms a student must learn at any one time. Add more practice activities or worksheets for revision.</p>	<p align="center"><b>Time *</b></p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualise a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p align="center"><b>Level of Support *</b></p> <p>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</p> <p><i>For example:</i> Assign peer buddies or Learning Support Officers. Specify how to interact with the student or how to structure the environment.</p>
<p align="center"><b>Input *</b></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in small groups, pre-teach/give students access to key concepts or terms before the lesson.</p>	<p align="center"><b>Difficulty * ●</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p align="center"><b>Output *●</b></p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, allow students to show knowledge with hands on materials.</p>
<p align="center"><b>Participation *</b></p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group.</p>	<p align="center"><b>Alternate Goals ●</b></p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilised, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.</p>	<p align="center"><b>Alternative Curriculum ●</b> <i>Sometimes called "functional curriculum"</i></p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> Student has a completely alternative/different task to complete than the rest of the class</p>

\* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

● This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

## APPENDIX B



**Lalor Secondary College**

**Modified Assessment Permission Slip**

I hereby give permission for my child to undertake a modified assessment in the subject/s

of .....

I acknowledge that I have read the Lalor Secondary College Inclusion, Diversity and Modification Policy and agree to all of the procedures and recommendations outlined within the policy.

My child has been informed of these procedures and also agrees to the procedures and recommendations outlined.

Student Name:- ..... Student Signature:- .....

Parent Name:- ..... Parent Signature:- .....

Date:



# Disability Inclusion Profile – Domain Table

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
<p>How the student learns:</p> <ul style="list-style-type: none"> <li>Watching</li> <li>Listening</li> <li>Reading</li> <li>Writing</li> <li>Mathematics (Calculating)</li> <li>Focusing and directing attention</li> <li>Solving problems</li> </ul>	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> <li>Carrying out daily routines</li> <li>Undertaking tasks independently</li> <li>Handling stress and other psychological demands</li> <li>Managing one's own behaviour</li> </ul>	<p>How the student shares information:</p> <ul style="list-style-type: none"> <li>Producing non-verbal messages</li> <li>Interpreting Spoken Messages</li> <li>Interpreting non-verbal messages</li> <li>Using expressive language (Speaking)</li> <li>Conversation</li> </ul>	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> <li>Drinking</li> <li>Eating</li> <li>Dressing</li> <li>Toileting</li> <li>Washing oneself</li> <li>Looking after one's health</li> <li>Looking after one's safety</li> </ul>	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> <li>Responding to the feelings of others</li> <li>Forming relationships</li> <li>Regulating behaviours within interactions</li> <li>Interacting according to social rules</li> </ul>	<p>How the student moves:</p> <ul style="list-style-type: none"> <li>Lifting and carrying objects</li> <li>Fine motor skills</li> <li>Moving from place to place</li> <li>Positioning one's body</li> </ul>

View the [Supporting Information Guidance for Schools](#) for further support to identify and prepare key information to complete the Disability Inclusion Profile.



## Levels of Adjustment: Resource for Parent/carer(s)

The facilitator will support SSG members to work together to complete the profile in the meeting, including agreeing the level of adjustment required to enable a student’s participation and learning.

Level of Adjustment description	What does this mean?
Students access the education program provided to same-age peers within the <b>present environment of supports</b> offered at the whole-school level.	This means <b>no adjustments</b> are required.
<b>Differentiated teaching</b> refers to class-wide adjustments that support a broad cohort of students to access learning on the same basis as their peers.	This means adjustments are provided through <b>usual classroom practice</b> .
<b>Supplementary adjustments</b> occur for some activities at specific times during the week. The school provides some individual strategies for the student.	This means student-specific adjustments are provided <b>some of the time</b> .
<b>Substantial adjustments</b> are supports or adjustments to the usual educational program that occur at most times on most days for the student.	This means student-specific adjustments are provided <b>most of the time</b> .
<b>Extensive adjustments</b> are individualised and targeted adjustments and/or intensive support at all times for the student.	This means student-specific adjustments are provided <b>all the time</b> .

**Student-specific adjustments** are adjustments that have been planned to meet the specific needs of a student to participate at school.

