

Inclusive Education and Disability Framework

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Introduction

EREA Blended National Ltd ('Blended') is committed to providing equitable access to education for all young people. Blended recognises that young people have diverse strengths, abilities, learning needs and circumstances, and is committed to creating inclusive learning environments where every young person can participate, engage and achieve on the same basis as their peers.

This Framework establishes a consistent national approach to identifying and supporting young people with disability and additional learning needs. It supports compliance with relevant legislative requirements and promotes collaborative planning, reasonable adjustments and individualised supports that enable young people to access and participate fully in education.

Purpose

The purpose of this Framework is to:

- support the identification of young people with disability and additional learning needs;
- promote equitable access to education through reasonable adjustments and individualised supports;
- establish consistent processes for consultation, planning, implementation and review;
- support compliance with relevant disability, education and child safety legislation; and
- promote positive educational, wellbeing and engagement outcomes for young people.

Scope

This Framework applies to all Blended employees, volunteers, contractors and other authorised persons involved in curriculum delivery, wellbeing support, educational planning and decision-making.

It applies to the identification, support, monitoring and review of educational adjustments and individualised supports provided to young people with disability and additional learning needs.

Framework Statement

Blended is committed to inclusive education and the principles of equity, participation and access.

Blended supports young people with disability to access and participate in education on the same basis as their peers through consultation, reasonable adjustments and individualised supports.

Where required, Blended will work collaboratively with young people, parents or guardians, staff and external professionals to identify support needs, implement reasonable adjustments and develop individualised plans that support participation, engagement, wellbeing and educational success.

Inclusive education is a shared responsibility and forms part of Blended's commitment to child safety, wellbeing, pastoral care and educational excellence.

Guiding Principles

Inclusive Participation

All young people have the right to access and participate in education on the same basis as their peers.

Young Person Voice

Young people should be supported to participate in decisions affecting their learning, wellbeing and educational supports.

Collaboration

Effective support is developed through collaboration between young people, parents or guardians, school staff and, where appropriate, external professionals.

Strengths-Based Practice

Educational planning recognises and builds upon each young person's strengths, interests, capabilities and aspirations.

Reasonable Adjustments

BlendED will implement reasonable adjustments to support access, participation and learning while maintaining high educational expectations.

Continuous Improvement

Adjustments and support strategies are regularly reviewed to ensure they remain effective and responsive to changing needs.

Roles and Responsibilities

Role	Responsibilities
Principal	Leads implementation of this Framework, ensures compliance with relevant legislative and accreditation requirements, allocates resources, oversees identification and adjustment processes, and promotes continuous improvement in inclusive education practices.
Director of Education	- Provides strategic oversight of inclusive education practices. - Supports consistent implementation across all schools. - Monitors compliance with disability and education requirements.
Program Director – Teaching & Learning	Assists the Principal by coordinating documentation of adjustments and leading staff training on Disability Standards for Education (DSE), NCCD, and child safety obligations.
Teachers & Support Staff	Identify needs, consult with families, implement and review adjustments, and maintain NCCD evidence.

Identification of Disability and Support Needs

Young people requiring educational adjustments or additional supports may be identified through:

- enrolment information;
- parent or guardian disclosure;

- professional reports;
- teacher observations;
- wellbeing information;
- ongoing monitoring of engagement, participation and learning outcomes.

Where support needs are identified, BlendED will work collaboratively with the young person and their parents or guardians to determine appropriate supports and adjustments.

Consultation and Collaboration

Consultation is central to the development of effective supports and adjustments.

BlendED will consult with:

- young people;
- parents or guardians;
- relevant school staff; and
- external professionals where appropriate.

Consultation assists in identifying needs, determining reasonable adjustments and reviewing the effectiveness of supports.

Reasonable Adjustments

BlendED will implement reasonable adjustments where required to enable young people to access and participate in education on the same basis as their peers.

Adjustments may relate to:

- curriculum delivery;
- assessment;
- communication;
- wellbeing supports;
- learning technologies;
- attendance and participation arrangements; and
- environmental factors relevant to learning and engagement.

Individual Learning Plans (ILPs)

An Individual Learning Plan (ILP) may be developed where additional planning or educational adjustments are required.

ILPs document:

- identified learning needs;
- strengths and goals;
- agreed adjustments and supports;
- responsibilities of staff and support persons; and
- review arrangements.

Individual Wellbeing Plans (IWP)

Where a young person has identified wellbeing, behavioural, social, emotional or engagement needs, an Individual Wellbeing Plan (IWP) may be developed.

IWPs complement educational planning and support coordinated responses to wellbeing and engagement needs.

Monitoring and Review

Educational adjustments, ILPs and IWPs will be regularly monitored and reviewed to ensure they remain appropriate, effective and responsive to the young person's needs.

Reviews should consider:

- educational progress;
- engagement and participation;
- effectiveness of adjustments;
- feedback from the young person and parents or guardians; and
- changing support requirements.

Documentation relating to adjustments, consultation and review must be maintained in accordance with Blended record-keeping requirements.

Blended will maintain evidence of consultation, adjustments and review processes to support Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements where applicable.

Definitions

Term	Definition
Nationally Consistent Collection of Data on School Students with Disability (NCCD)	An annual national process using teacher judgment and documented evidence to record the level of adjustment provided for young people with disability.
Young Person with Disability	A young person who has a disability as defined under the Disability Discrimination Act 1992 (Cth).
Reasonable Adjustments	Measures enabling young people with disability to access and participate in education on the same basis as young people without disability.
Individual Learning Plan (ILP)	A documented plan that outlines a young person's learning goals, adjustments, supports and review arrangements.
Individual Wellbeing Plan (IWP)	A documented plan that outlines strategies, supports and interventions to promote a young person's wellbeing, engagement and participation in learning.

Source of Obligation

New South Wales

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Education Act 1990 (NSW)

Queensland

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Anti-Discrimination Act 1991 (Qld)
- Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

South Australia

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005

- Education and Children's Services Act 2019 (SA)

Tasmania

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Education Act 2016 (Tas)

References

- Australian Curriculum – Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Disability Discrimination Act 1992 (Cth)
- Anti-Discrimination Act 1991 (Qld)
- Disability Standards for Education 2005
- National Principles for Child Safe Organisations
- Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Related Policies and Documents

- Child Safeguarding Policy
- Safe and Inclusive Virtual Learning Framework
- Education Framework
- Pastoral Care Framework
- Wellbeing Model
- Young Person Performance and Learning Outcomes Policy
- Individual Learning Plan
- Individual Wellbeing Plan

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