



HAILEYBURY

Students with Disabilities Policy

Introduction

Haileybury supports inclusivity and upholds the National Disability Standards for Education to ensure students with disabilities are treated equitably.

Purpose

This Policy aims to outline the processes and responsibilities for the admission, support, and management of students with disabilities to ensure their successful integration and participation in all aspects of school life.

Scope

This Policy applies to all areas of Haileybury, including all School activities and members of the School community. It is particularly relevant to students with disabilities, their families, and relevant school staff.

Admission of Students with Disabilities

Haileybury is committed to making reasonable adjustments to its policies, practices, and facilities to accommodate students with disabilities, provided such adjustments do not impose unjustifiable hardship on the School.

Parents of a child with a disability must disclose the disability at the time of application for enrolment. Failure to do so may result in the withdrawal of the place at the School. Enquiries will be made of the student's previous school to properly assess the child's needs.

Admission and transition into the School for students with a disability follows a process defined in the Future Students Transition Procedure, which may include meetings with members of the pastoral care team and School leadership. Haileybury may seek consultation with, or information from, a student's treating practitioners in order to establish the School's ability to make reasonable adjustments and to ensure a successful transition into the School for the student and family.

If Haileybury determines that adjustments required are beyond reasonable adjustments and or that enrolment of a student at Haileybury is not in the best interests of the student based on the student

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being able to access education or participate in School life, the School may elect not to proceed with enrolment.

Ongoing Support

Students with disabilities and their families will participate in Parent Support Group meetings throughout the academic year to address concerns and adjustments. Parents are encouraged to contact the Head of Campus and the Director of Individual Needs for any additional matters.

Disability Discrimination

Definitions

Disability discrimination occurs when a person with a disability is treated less favourably than a person without a disability, in the same or similar circumstances. The definition of disability includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also covers discrimination against a person because of a physical disfigurement or a disease (e.g., Human Immunodeficiency Virus – HIV).

Haileybury's Commitment

Haileybury is committed to providing a safe and educationally supportive environment that values and encourages participation by all students and staff, including those with disabilities. It is our policy that:

- Students with disabilities can participate in education and training without discrimination
- Students with disabilities have opportunities to access the School curriculum and achieve educational outcomes, in the same manner as students without disabilities
- Reasonable adjustments will be made where necessary and practicable, to ensure students with disabilities are able to participate in all activities available to students without disabilities
- Individualised programs will be developed for students with disabilities in consultation with parents/carers and relevant experts
- All processes are accessible and transparent
- Disability discrimination prevention strategies are reviewed on an annual basis against best practice.

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Discrimination, Harassment and Victimization

Haileybury does not tolerate discrimination, harassment and victimisation of any type including disability discrimination. This is achieved by:

- Informing all staff and students that disability discrimination is not acceptable
- Providing information and training concerning non-discriminatory methods of teaching
- Ensuring staff and students are aware of appropriate actions to be taken if harassment or victimisation occurs
- Establishing strategies and programs to prevent harassment and victimisation of persons with a disability
- Ensuring strategies and programs extend to not only students but also to their parents/carers, who may experience discrimination as a result of their support role to a person with a disability, or who may have a disability themselves.

'Same Basis' Opportunities

The fundamental concept in operation at Haileybury to prevent disability discrimination is the 'same basis' concept. This means treatment of students with a disability must be on the 'same basis' as students without a disability when presented with opportunities and choices offered to students without disabilities.

Reasonable Adjustments

Haileybury will provide reasonable adjustments upon consultation with the prospective student with a disability and their parents/carers to assist the student to undertake the education offered. Whether an adjustment is reasonable will depend on balancing the student's learning needs with the interests of all parties affected, including those of the student with a disability, the School, staff and other students. Depending on the needs of the student, adjustments may include modifications to the School's buildings or facilities, procedures, and resources.

Modifications to enable student access to School buildings and facilities, and to participate in everyday School life, may include adjustments to toilets, ramps, safety railings, the gymnasium, computer rooms and laboratories to ensure students with disabilities can access these facilities

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safely. Haileybury is not required to provide adjustments where doing so would cause unjustifiable hardship to the School.

All processes for adjustments within the School, including review and grievance procedures, will be transparent. All decisions will be made in a timely way that optimises the student's participation in education and training. Unjustifiable hardship is determined via an individual assessment of the prospective student's needs balanced with the costs associated with additional staffing, the provision of special resources or modifications and health and safety and duty of care requirements.

Disability Information

Information obtained in relation to the student's disability will remain confidential and will be handled in accordance with Haileybury's Privacy Policy, and will only be disclosed for the purposes of making adjustments or in accordance with a lawful requirement.

Complaints

Complaints of unlawful discrimination should be made to the School. Complaints will be properly and effectively dealt with using the School's complaints policy and procedures, including conciliation in the first instance.

Documentation

The School maintains records of all reasonable adjustments that have been made for students with a disability. These records are maintained by the Director of Individual Learning Needs and are stored in the School's records.

Responsibilities

Senior Executive Team

The School Senior Executive Team is responsible for:

- Ensuring that the School procedures and practices support compliance with the Policy
- Providing necessary resources to ensure that students with disabilities can be adequately supported in accordance with this policy.

Heads of School

Heads of School are responsible for:

- Providing adequate oversight and instruction for staff under their supervision to ensure that agreed reasonable adjustments and individual education plans are properly implemented

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- Participating in transition meetings for students with disabilities.

Academic Staff

Academic staff are responsible for:

- Implementing Individual Education Plans and reasonable adjustments as required
- Participating in support meetings.

Parents

Parents are responsible for:

- Disclosing relevant information regarding student disabilities at the time of enrolment
- Participating in transition planning processes
- Supporting individual education plans and reasonable adjustments as required
- Keeping the School updated of any changes.

Relevant Legislation, Standards and Codes

- National Disability Standards for Education 2005 (Cth)
- Equal Opportunity Act 2010 (Vic)
- Disability Discrimination Act 1992 (Vic)
- Anti-Discrimination Act 1991 (Qld)

Related Documents

- Haileybury Business Notice 2025
- Haileybury Future Student Transition Procedure
- Haileybury Student Duty of Care Policy
- Haileybury Student Duty of Care Manual
- Haileybury Occupational Health and Safety Policy

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