



Xavier Flexi Schools Network

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The Centre Education Programme

Inala Flexible Learning Centre

Ipswich Flexible Learning Centre

Townsville Flexible Learning Centre

Nationally Consistent Collection of Data (NCCD) and Supporting Students with Disability at Xavier Flexi Schools Network

Xavier supports students with disability or specific needs, including the type and level of support they require in order to access and participate in all aspects of education on the same basis as students without disability.

This can include, but is not limited to conditions that impacts learning such as dyslexia, auditory processing disorder, attention, deficit hyperactivity disorder or autism spectrum disorder as well as chronic health conditions like epilepsy, diabetes, asthma or mental health concerns, that require active monitoring by the school.

Based on the broad definition of disability as outlined in the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 students will belong to one or more category listed below.

- Physical
- Cognitive
- Sensory
- Social and Emotional

To ensure individual requirements are met, information is gathered for the NCCD to assist in:

- Enrolment
- Participation
- Curriculum development, accreditation, and delivery
- Student support services
- Elimination of harassment and victimisation

Xavier shows their approach to inclusiveness by working with young people with disability and adjusting the school environment and processes to validate their right to receive the same access to education as those without disability. Adjustments include:

- Focussing on experimental learning in real life contexts across all areas of the curriculum.
- Specific training in a trauma informed psycho-social education program.
- An individual's Personal learning Plan is created in collaboration with the young person and their care giver and reviewed on a regular basis.
- Modified curriculum with a focus on individual need and capacity.
- Reduced barriers to attending schools, such as the provision of food at school and no uniforms.
- Collaborative relationships with a range of external support services that promote physical and emotional health and provide specialist advice.
- Modified reporting outcomes focussed on progression within core skills.
- Provision of highly supported transitions into, within and exiting the school.
- Small learning groups.
- Combination of Youth Workers and Teachers.
- Closely monitored supervision during break times.
- Working agreements and safety plans in place outlining staff and student expectations.
- Provision of safe withdrawal space on an as need basis.
- Active monitoring of social and emotional health in collaboration with young people and care givers.

Any information collected from students to assist in providing educational services adheres to *EREA Privacy Policy*.

For more information in regard to NCCD and Supporting Students with Disability visit www.nccd.edu.au