

PROCEDURE: Enrolment Application and Support Process



1. PURPOSE

The purpose of this procedure is to describe Brisbane Catholic Education’s (BCE) approach to the enrolment of students requiring significant educational adjustments to participate in education on the same basis as their peers.

This procedure must be read in conjunction with: Student Diversity and Inclusion policy; National Disability Insurance Scheme guideline; Disability Standards for Education 2005 (Cth); Records Management policy; and Catholic Education Archdiocese of Brisbane Code of Conduct.

2. RESPONSIBILITIES

2.1 General requirements

Schools must implement the Enrolment Application and Support Process (EASP) when an application for enrolment is made on behalf of a student where it is considered likely that adjustments will be required to enable the student to participate in the curriculum, and use facilities, on the same basis as other students.

The stages of the EASP must be managed by the Enrolment Support Team (EST) appointed by the Principal (or delegate) in association with the parent or legal guardian with support of relevant school and BCE personnel (where required).

2.2 Roles and responsibilities

Role	Responsibilities
Principal (or delegate from school leadership team)	<ul style="list-style-type: none">• ensure the school’s process for conducting the EASP aligns with the requirements of this procedure and the BCE EASP process• convene the EST• ensure the EASP is fully explained to all stakeholders, including providing the parent or legal guardian brochure• ensure Information Access Permission Form is signed by the parent or legal guardian• approve observation visits (where required)• quality assure the information documented in the Summary of Student Factors, Adjustments, and Implications• consider all information and make a decision regarding enrolment which is communicated in writing to parent or legal guardian• ensure the Stage 5 Transition Action Plan is completed.
Enrolment Support Team (EST)	<ul style="list-style-type: none">• support the Principal (or delegate) to implement all stages of the EASP• ensure the EASP is communicated to all stakeholders

Role	Responsibilities
	including providing the parent or legal guardian brochure <ul style="list-style-type: none"> • engage the support of BCE personnel (where required) • ensure Information Access Permission Form is signed by the parent or legal guardian • undertake observation visits (where required) • ensure alignment between Student Factors, Adjustments, and Implications • ensure thorough documentation of all relevant information.
Parent or legal guardian	<ul style="list-style-type: none"> • provide all relevant information regarding student needs to the Principal (or delegate) • maintain ongoing consultation and collaboration with the Principal (or delegate) regarding the student's progress and needs • ensure the Principal (or delegate) is notified of any changes or updates to the student's needs.

3. PROCEDURE

3.1 Background

While there are multiple stages of the EASP, these are not necessarily indicative of discrete meetings. For example, the preliminary stage might cover Stage 1 and begin Stage 2 (see s.3.3 below). Stages 3 and 4 may occur simultaneously. The nature of ongoing consultation and the number of formal meetings is informed by the complexities of individual cases. The elements within stages are not necessarily in order, nor are all elements relevant in every enrolment application.

This procedure applies to school processes used to support the enrolment of students requiring significant educational adjustments. Once enrolled and attending the school, other student support processes are implemented to support a student requiring adjustments, including Case Management, Personalised Learning Plans, Individual Curriculum Plans, Medical Management Plans, Behaviour Support Plans, etc.

Schools must implement the EASP by using the relevant resources and information provided when a parent or legal guardian seeks enrolment for a student with a disability and/or a student requiring significant educational adjustments. Employees can access BCE approved templates on Spire.

Information collected as part of the EASP must be treated as confidential in accordance with the BCE Privacy Statement. Records must be managed in accordance with the Records Management policy and BCE Office and Schools Filing Structure and Retention Disposal of Records Schedule.

3.2 Preliminary stage of enrolment

The parent or legal guardian must submit an enrolment application for the prospective student in accordance with the school's enrolment process i.e., online enrolment form.

Where the enrolment application indicates a disability and/or the likelihood of the student requiring significant educational adjustments, the Principal (or delegate) initiates the EASP.

The Principal (or delegate) initiates the EASP by convening an EST. Membership must include a Chair, relevant employees nominated by the Principal, and the Principal (or delegate).

The EST coordinates all activities associated with the EASP, including requesting information from the parent or legal guardian, providing information, and using BCE-approved templates for meetings.

3.3 EASP

Stage 1: Parent/legal guardian meeting and initial data gathering

The EST meets with the parent or legal guardian to explain the EASP. A parent or legal guardian brochure is provided.

Specific information about the prospective student's history and the prospective student as a learner is discussed, clarified, and documented. Any reports or assessments are tabled and discussed. Adjustments already in place at the current educational setting and/or adjustments required in the new setting that address the functional impact of a disability are discussed and documented.

The permission of the parent or legal guardian must be sought using the BCE-approved Information Access Permission Form before consulting with the prospective student's current setting and/or any medical or allied health professionals. If the student has a current Education Adjustment Program (EAP) verification, the EAP Consent (EAP 1) must be collected.

Principal (or delegate) explains the following stages, including observation visit (if required). Principal's delegate begins preparation of the Summary of Student Factors, Adjustments, and Implications.

If student meets enrolment policy criteria, Principal holds a place for the student while additional data gathering, and exploration of adjustments is carried out.

Stage 2: Additional data gathering

Where required, the EST undertakes additional data gathering to inform the provision of support for the prospective student. The current educational setting and other relevant personnel nominated on the Information Access Permission Form are contacted and the support needs of the prospective student discussed and documented on the Summary of Student Factors, Adjustments, and Implications.

Using the information collected, the EST prepares the Summary of Student Factors, Adjustments, and Implications using the BCE-approved template.

The EST seeks input from relevant BCE personnel (where required). The EST considers the collated information and plans the Stage 3 meeting with the parent or legal guardian.

Stage 3: Enrolment support meeting

The EST meets a second time with the parent or legal guardian to clarify the stage of the EASP and to discuss the Summary of Student Factors, Adjustments, and Implications. Further information may be collected at this meeting.

The Summary of Student Factors, Adjustments, and Implications is edited to reflect any changed information until agreement between stakeholders is reached regarding the accuracy of the information documented.

The EST discerns if further information is required and informs the parent or legal guardian. If further information is required, this is gathered by the EST and Stage 3 is repeated at a different time.

Stage 4: Reflection and decision-making

The Principal (or delegate) consults with the EST regarding the enrolment and makes an enrolment decision. This decision is communicated to the parent or legal guardian in writing.

Formal documents created by the EST must be maintained and managed as a record by the school. When the prospective student is enrolled and attending the school, all documents are uploaded to the Engage Student Support System.

Stage 5: Transition Action Planning

After the decision to enrol has been communicated to the parent or legal guardian, the Principal (or delegate) must appoint a Case Manager. The Case Manager must develop a Transition Action Plan using the BCE-approved template in consultation with the EST (or regarding the information collected by the EST), the parent or legal guardian and the student (if appropriate) to support the student’s transition into the setting.

The preparation and approval of the Transition Action Plan represents the end of the enrolment stages of the EASP. At this point, the EASP transfers to BCE support processes for enrolled students.

4. PERFORMANCE

Compliance monitoring and management roles and responsibilities are as follows:

Role	Compliance responsibilities
Senior Manager – Inclusive Education and Student Wellbeing	<ul style="list-style-type: none"> record and report frequent and serious non-compliance with this procedure to the Head of Education for remedial action.

5. REFERENCES AND DEFINITIONS

5.1 References

- Anti-Discrimination Act 1991 (Qld)
- BCE Office and Schools Filing Structure and Retention Disposal of Records Schedule
- BCE Privacy Statement
- Catholic Education Archdiocese of Brisbane Code of Conduct
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- National Disability Insurance Scheme guideline
- Records Management policy
- Student Diversity and Inclusion policy.

5.2 Definitions

Adjustments	Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students. Adjustments reflect the assessed individual needs of the student. They can be made at the whole-school level, in the classroom and at an individual student level. In providing an adjustment, schools assess the functional impact of the student's disability in relation to education. This includes the impact on communication, mobility, curriculum access, personal care, and social participation. Other areas that might be considered for some students are safety, motor development, emotional wellbeing, sensory needs and transitions. For more information, click here .
Disability	As defined under the Disability Discrimination Act 1992 (Cth), 'disability' means: <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation, or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment or that results in disturbed behaviour; and includes a disability that: <ul style="list-style-type: none"> • presently exists; or • previously existed but no longer exists; or (j) may exist in the future (including because of a genetic predisposition to that disability); or (k) is imputed to a person. <p>To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability. For more information, click here.</p>
Disability Discrimination	Disability discrimination happens when people with a disability are treated less fairly than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. For more information, click here .
On the same basis	On the same basis means that students with disability are provided with opportunities and choices that are comparable to

	those available to students without disability. For more information, click here .
Enrolment Support Team (EST)	The EST is created by the Principal (or delegate) when the school receives an enrolment application on behalf of a student with a disability and/or a student requiring significant educational adjustments. The Principal (or delegate) nominates relevant members of the EST based on the student's needs. The Principal (or delegate) may decide to include additional members, as appropriate.