1.0 PURPOSE OF POLICY

1.1 To ensure all students, including those with disabilities and special needs are valued and educated effectively in our school.

1.2 To optimise the potential of all students through social, educational and vocational opportunities.

1.3.1 To foster understanding and acceptance of the inclusion in schools of students with special needs both at school and in the wider community.

DEFINITIONS:

Integration: to make whole’ or ‘restore’. (The integration of all students makes our school complete).

Inclusion: implies embracing; bringing in those who have been excluded; accepting and accommodating those who are different.

Disability: includes intellectual, physical, vision and hearing impairment, language disorder, mental health conditions or autism.

1 PRINCIPLES

There are five fundamental beliefs central to all processes for developing, implementing and evaluating curriculum for students with disabilities and special needs. These are:

- that everyone can learn and be taught
- that all students have abilities and potential
- that all students have different styles of learning.
- that effective educational planning requires an active partnership between the school, parents and students
- that the school community and student learning is enhanced by the inclusion of students who have different abilities and needs.

2.1 When developing programs for students with disabilities of special needs, these should be in accordance with current curriculum guidelines and as appropriate for the individual student.

2.2 The inclusion of gifted students, students with disabilities and special needs is a whole school responsibility that is co-ordinated through the special needs teacher.

2.3 Each classroom teacher is responsible for the education of every student in their class and has a responsibility to develop appropriate teaching and learning programs. Support structures such as reports and file data, including Individual Behaviour Management Plans need to be kept.

2.4 A student with a disability, impairment or special need should have access to additional assistance in managing the demands of the curriculum.

2.5 The school is responsible for seeking and allocating additional resources. Individual Program Support Groups will have input into resource allocation.

2.6 Inclusion, acceptance and integration of students with disabilities and special needs will be modeled by the school community.

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2.7 There should be sufficient flexibility within program planning to meet the social, emotional, vocational and educational needs of individual students.

2.8 Students who are covered by this policy may have special needs in areas other than the classroom which require support. These may include such aspects as buses, discipline, playground, excursions, sport and co-curricular activities.

2.9 Open communication with parents is essential

2.10 A student’s peers are integral to a student being effectively integrated into the school. Their needs in relation to information and support should be included in the planning for students with special needs.

3.0 HOW THIS POLICY WILL BE PUT INTO PRACTICE

3.1 All staff are expected to be familiar with the preceding guidelines and be flexible in their approach when interacting with students (who have disabilities, giftedness and special needs).

3.2 All staff will be involved with the generation of NUTSHELL statements that will be passed on at transition to help flag students with special needs.

3.3 All staff are expected to familiarize themselves with the students in their class that have special needs actively seeking information from previous teachers, special needs teacher and relevant service providers

3.4 All staff will have access to appropriate Professional Development and expert assistance both within the school via the special needs teacher and outside of school if it forms part of their personal PD plan.

3.5 The school will manage its program in accordance with current Department guidelines and policies for Students with Disabilities relating to:
   • Student Support Group establishment and maintenance
   • Funding applications
   • Resource allocation (aides, service providers, equipment)

3.6 Where a student is identified as having a special learning need, parents will be included in decisions relating to programs, support and/or the establishment of a Student Support Group.

3.7 A teacher will be appointed to co-ordinate the Special Needs program.

3.8 An Oral Language Educator will be appointed to co-ordinate the oral language program

3.9 A teacher will be appointed to co-ordinate the programs of students who are receiving funding through the Program for Students with Disabilities.

3.10 One of the Principal Class officers will be responsible for the overall implementation of this policy.

3.11 The classroom teacher in conjunction with the Special Needs coordinator is responsible for the development of individual learning plans, modified work requirements and support programs (including educational, social, emotional and extra curricula activities like camps and excursions)

3.12 Student support group minutes will indicate who is responsible for program implementation and minutes will be made available to all concerned parties.

3.13 Where appropriate network staff will be consulted to support and assist the special needs requirements of students.

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