Students with Disabilities Policy

RATIONALE:
Students with disabilities have a right to attend a mainstream government school and to have their individual needs addressed. The school community is committed to providing a high quality education to all students. A key component of quality education is the provision of inclusive curriculum where students with additional needs have access to facilities provided and full participation in the range of programs and services offered by the school.

AIMS:
• To provide all students with learning opportunities that cater for their individual needs.
• To ensure that those students who are funded under the Program for Students with Disabilities have programs tailored to meet their individual needs.

IMPLEMENTATION:
Eligibility for the Program for Students with Disabilities is determined through a formal process in accordance with DEECD (Department of Education and Early Childhood Development) policy and guidelines. Applications for funding are made after appropriate assessment, and are submitted to DEECD.

Implementation of this policy will ensure that:
• The Program for Students with Disabilities will enable students to fully participate to the best of their ability in classroom and specialist programs, assisted, where appropriate, by Education Support Staff, Speech Pathologists, Visiting Teachers and the Welfare Coordinator.
• Each student’s Student Support Group (SSG) will be conducted in accordance with DEECD guidelines, with a minimum of two meetings per year. This group will include the parent(s), guardian or carer of the student, a parent advocate (where chosen by the parent), the student (where appropriate), the class teacher, Education Support Staff who work with the student, and the principal or his or her representative (i.e.: the Welfare Coordinator). The SSG may invite input from any other person with knowledge of the student or with information relevant to the educational or social needs of the student. All members of the SSG should agree to the number and choice of the consultants.
• The responsibility of the SSG will be to identify and agree to educational and/or social goals, determine an appropriate education program to meet the established goals and identify ways in which this educational program may be implemented. A student's goals and program will be reviewed at each meeting.
• Students' needs may be addressed, in accordance with the specific goals set by the SSG, through:
  - Whole class teaching.
  - Small group sessions within the classroom.
  - Small group sessions out of the classroom.
  - One to one teaching in or out of the classroom.
• With the approval of the SSG, a student may be withdrawn from the classroom where appropriate to:
  - Work with Visiting Specialists such as a Guidance Officer, Speech Pathologist, Occupational Therapist or Visiting Teacher.
  - Participate in a program focusing on the development of life skills.
  - Receive individual teaching in order to achieve specific goals set by the SSG.
• Teachers plan each student's program, arising from the goals of the SSG, in collaboration with the Welfare Coordinator and Education Support Staff.
• Assessment and reporting for students with additional needs will include a description of achievement towards goals set by the SSG and include an achievement rating scale. A report of progress being made against the Victorian Essential Learning Standards may also be used.

EVALUATION:
This policy will be reviewed as part of the school's three-year review cycle.