

Timboon P-12 School POLICY Supporting Students With Disabilities & Additional Needs

1.0 PURPOSE OF POLICY

- 1.1 To provide inclusive education for all students with disabilities and additional needs as described by the Disability Discrimination Act 1992 and underpinned more specifically within the Disability Standards for Education 2005.
- 1.2 To ensure all students, including those with disabilities and additional needs are valued and educated effectively in our school.
- 1.3 To provide a basis for consideration of students with disabilities in the following areas: Enrolment, participation, curriculum development, accreditation and delivery, student support services
- 1.4 To work towards the elimination of discrimination, exclusion and harassment of students with disabilities, both at school and the wider community

DEFINITIONS:

Inclusive Education: means that all students attend and are welcomed by their neighbourhood school in age appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school

Disability: includes but is not limited to: intellectual, physical, vision and hearing impairment, language disorder, mental health conditions or Autism spectrum disorders.

2 PRINCIPLES

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

These are:

- that all students can learn and be taught
- that all students have strengths 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 all students.

- 2.1 Provide reasonable adjustments to ensure that the course or program provided for students with disabilities is designed to recognise a student's additional needs and enable the student to participate in learning experiences on the **same basis as all students.**
- 2.2 The inclusion of students with disabilities and additional needs is a whole school responsibility that is co-ordinated through the additional needs teacher.
- 2.3 Each staff member 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 utilised and kept. Strict protocols of confidentiality will be observed by all staff

Supporting Students With Disabilities & Additional Needs

- 2.4 Consultation with parents or carers and the student should occur on a regular basis to determine whether a disability or additional need affects the ability to participate.
- 2.5 Ensure that a reasonable adjustment can be implemented to support the student
- 2.6 The school is responsible for seeking and allocating additional resources. Individual Program Support Groups will have input into resource allocation.
- 2.7 Positive inclusion of all students will be modelled by the school community, both internally and in the wider community.
- 2.8 There should be sufficient flexibility within program planning to meet the social, emotional, vocational and educational needs of individual students.

3.0 HOW THIS POLICY WILL BE PUT INTO PRACTICE

- 3.1 All staff will have a basic understanding of the Disability Discrimination Act 1992 and the implications as outlined in the Disability Standards for Education 2005. The Disability Standards for Education e-learning devised by the University of Canberra should form part of each staff member's professional development in Inclusive Education and Additional Needs.
- 3.2 All staff will be involved with the generation of snapshot statements that will be passed on at transition to help facilitate a smooth transition for students with disabilities as they move through the school.
- 3.3 All staff are expected to familiarise themselves with the students in their class that have additional needs, actively seeking information from previous teachers, additional needs teacher and relevant service providers
- 3.4 The curriculum, teaching materials, setting, equipment and work tasks will be appropriate and accessible to all students. This may include assistive technology and/or the use of an Education Support Person.
- 3.5 The school and its appointed teacher, 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 programs of students who are receiving funding through the PSD program and investigate and implement potential new applications as required.
- 3.8 An Oral Language Educator will be appointed to co-ordinate the oral language program
- 3.9
- 3.9 One of the Principal Class officers will be responsible for the overall implementation of this policy.
- 3.10 The classroom teacher in conjunction with the additional 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)
- 3.11 Where appropriate network staff will be consulted to support and assist the additional needs requirements of students.