



EDUCATING the WHOLE CHILD

Objective

Students with special needs have a right to attend any school and to have their individual needs addressed.

The School provides all its students with learning opportunities that cater for their individual needs.

Special Needs Identification and Management Plan

Identification:

- a) It is the role of the class teacher to evaluate and assess individual students regularly.
- b) If a special needs problem arises as a result it is the class teacher's responsibility to consult with the College of Teachers to decide upon the appropriate action. This may include consultation with an external assessor or a second internal evaluation.
- c) Meeting with parents/guardians to discuss observations, assessment and recommendations.

Management:

- a) An appropriate program will be developed in consultation between the class teacher, the parents/guardians and the other professionals involved in the assessment.
- b) The program may involve an aide to work within the classroom, withdrawal from the classroom or after school hours support.
- c) Persons implementing the program may include the classroom teacher, parent helper, part-time aide, counsellor or support teacher.
- d) Meeting with class teacher and parents/guardians to discuss program of support at school and home.
- e) Intervention in a child's natural development is not usually recommended before Rubicon age (9-10 yrs). Time must be given under the class teacher's guidance to allow for individual progress to be made.
- f) Intervention would only take place after consultation between the class teacher and the College of Teachers.

New Students

Before enrolment:

- a) All applications should be processed with the school's ordinary enrolment policy.
- b) The school will not refuse to enrol students simply because they have special needs.
- c) Consider the current and future impact of enrolment on the particular student, other students, staff and the school community (including financial impact) before the enrolment decision is made. To do this, the school will need to gather information and consult with the parents/guardians/family and others in order to satisfy itself that it is able (or unable) to meet the student's needs.
- d) Request feedback and suggestions from relevant staff within the school about the possible impact of the student's enrolment on the school and possible strategies for accommodating the student's needs.
- e) Consider seeking advice from an external special education consultant.
- f) Where appropriate, invite the parents/guardians/family members and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists, etc.) to the school to consider specific needs or issues arising from the reports or other information. Ask the parents/guardians/family to articulate the student's special needs and what they expect from the school. Consider social, academic, sport and co-curricular areas. Discuss possible options with parents/guardians/family and keep parents/guardians/family informed of the progress of the application.
- g) Seek information on possible levels of Commonwealth funding and access to other support services.
- h) If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person before making the decision.
- i) Make a decision regarding the school's ability to meet the child's special needs and discuss the decision with the parents/guardians/family. This decision must be able to be justified – for example, where the school declines to enrol a student with special needs it must be able to demonstrate that it is unable to meet that student's needs, having regard to the student's current condition and prognosis.

After acceptance:

- a) Where the decision is taken to enrol a student with special needs, any strategies which need to be put into place to accommodate the student's special needs should be developed before communicating/announcing the enrolment decision.
- b) All curriculum programmes will be inclusive of all students.
- c) Communication with relevant consultants and support agencies will be undertaken on a needs basis.

Reviewed: July 10

College of Teachers

Review: July 12