



ST JOSEPH'S PRIMARY SCHOOL

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Students with Disabilities Policy

Ratified Leadership Team : April 2016

Reviewed : 2018

Rationale

The St Joseph's Primary School Students with Disabilities Policy reflects our Vision Statement, aiming to develop and implement a curriculum that endeavours to support all learners in our community spiritually, academically, physically, emotionally and socially. These students, with their different learning needs and learning styles, challenge us to think broadly and be creative when planning programs. In doing this we learn more about thinking and learning, which benefits all. Students with disabilities, trust that they will find a place in our school and that they will discover their gifts and talents with our support and expertise.

At St Joseph's we believe:

- The inclusion of all students, especially those with special needs, enhances and empowers our community.
- St Joseph's School provides a stimulating and up-to-date curriculum that caters for the differing needs of our students
- The curriculum needs to be adapted, modified and extended to ensure that students with special needs learn and experience success
- All students can learn and teachers should have high, yet realistic, expectations of students with special needs

The Teacher's Role

Teachers are expected to:

- Create Personalised Learning Plan (PLP) for students with special needs each term and share these at Program Support Group Meetings (PSG)
- Plan suitable learning experiences and modify class work where appropriate for students with special needs
- Communicate with all staff members involved in the education and support of students with special needs. This may include paraprofessionals, specialist teachers, CRTs, Special Education Leader, Maths Leader, Literacy Leader and school Principal.
- Discuss students experiencing difficulty with the Principal and Special Education Leader and/ to refer on to services if necessary.

Implementation

- The Special Education Leader is responsible for the co-ordination of the students funded by Students with Difficulties (SWD). This includes writing the applications for funding, facilitating the Program Support Groups (PSG), supervising the Personalised Learning Plans (PLP) and any other issues related to students with disabilities and their programs.
- The Special Education Leader and Principal will identify and make use of resources beyond the school to further assist the development of these students Program Support Groups (PSGs) are to be held each term. Teachers are to bring the Individual Learning Plan to share and discuss. Meetings are to be documented and minutes made available to those attending.
- The Special Education Leader and Principal will decide on how the SWD funding will be spent

to support the students who have qualified for this funding.

- There will be a transition process for students with special needs moving between school especially those moving into secondary schools. The Special Education Leader will be involved in this process.
- The Special Education Leader will be in communication with a variety of personnel on a needs basis:
 - a. The Principal, Deputy Principal and the Leadership Team
 - b. Classroom Teachers, Specialist Teachers and the Reading Recovery Teacher
 - c. Relevant consultants, including Catholic Education Office Psychologists, Speech Pathologist, Special Education Adviser, Visiting Teachers and others
 - d. Paraprofessionals who conduct support programs and work with students with special needs
 - e. Relevant support agencies including the Royal Children's Hospital
 - f. The school's counsellor and the Special Education Leader is to liaise and meet with staff to discuss students with special needs in order to facilitate effective program delivery and best practice.