



Special Needs – Procedure

Rationale:

- Students with Special Needs have a right to attend a mainstream government school, and to have their individual needs addressed.

Aims:

- To provide all students with learning opportunities that caters for their individual needs. Students with special needs include those who attract student support funding, ESL, Indigenous and behaviour management.
- To ensure that those students who attract student Support funding have programs tailored to meet their special requirements. These programs include Learning Support, Integration Support and Student Management program.

Implementation:

- The Deputy Principal will be assigned responsibility to coordinate the Special Needs program at the school, including the coordination of applications for funding, coordinating the development and implementation of Individual Learning Plans, coordination of staff professional development and all other issues related to students with special needs and their respective program requirements.
- A Special Needs Team will be established each year to monitor the educational progress of students with additional needs. The team will identify and coordinate the support required to meet the educational, pastoral care, safety and health needs and coordinate their planning and review process.
- The Special Needs Team will meet weekly and may involve Deputy Principal, School Counsellor, School Leader C, special education teachers, other specialist and class teachers and the chaplain. All meetings will be documented and available to all staff.
- Class teachers may be invited to attend a special needs meeting to discuss all students in their class. This should happen each semester. Other meetings are to discuss concerns on a needs basis.
- All curriculum programs will be inclusive of all students. An Individual Learning Plan will be developed for students identified through the Special Needs Team as having additional needs.
- In school reviews will be held for all eligible students in terms 1 and 3 to facilitate the development and review of Individual Learning Plans.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- Professional development relating to relevant disabilities will be made available to all appropriate staff as required.

Evaluation:

- This Procedure will be reviewed as part of the school's four-year review cycle.

This procedure was last ratified by Theodore School Board in July 2010