
Theodore Primary School Responding to Student Needs Policy and Procedures

*This policy and procedure should be read in conjunction with:
ACTED Students with a disability meeting their educational needs policy*

Rationale

- All children have the right to an education. ACT Public Schools aim to provide an equitable, high quality, inclusive education for each student with a disability in accordance with the *Disability Discrimination Act 1991* and the *Disability Standards for Education Act 2005*.

Aims

- To provide all students with learning opportunities that caters for their individual needs.
- To ensure that those students who attract student support funding have programs tailored to meet their specific requirements. These programs include Learning Support, Integration Support and other reasonable adjustments.

Definitions

- **Disability**- means a loss or reduction in ability to function on a day to day basis, caused by one or a combination of impairments including intellectual and physical disability, vision and hearing impairment, language disorder, mental health condition and autism.
- **Inclusivity**- means including every student in the educational programs offered by the school. It involves personalising the learning program for each student by valuing their uniqueness - their interests, experiences, abilities, prior learning, insights, needs, cultural and ethnic backgrounds, and learning styles.
- **Reasonable adjustment**- is a measure or action taken by an education provider that has the effect of assisting a student with a disability:
 - In relation to an admission or enrolment
 - In relation to a course or programs
 - In relation to facilities or services

On the same basis as a student without a disability, and includes an aid, facility, or a service that the student requires because of his or her disability (Disability Standards for Education 2005)

Implementation

School Leadership

- The school will nominate a member of staff to assume the roles and responsibilities of the Disabilities Education Co-Ordinator (DECO). The DECO is responsible for the coordination of 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.





- The school will establish the Special Needs team, consisting of the Principal, Deputy Principal, School Psychologist, Community Engagement Coordinator and Learning Support teacher. The team will review referrals made by classroom teachers and 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 fortnightly. All meetings will be documented and available to all staff.
- The DECO and school leadership team will ensure staff understand and address their obligations under the policy, procedures and relevant legislation.
- The DECO and leadership team will ensure staff have the appropriate skills and training to work with students with a disability. This may include seeking and/or delivering professional learning opportunities to build collective capacity in inclusive practices; including in the design and implementation of Individual Learning Plans as well as the use of high impact teaching strategies.
- The DECO and leadership team will provide information about programs and procedures to parents, actively encourage their participation and work in partnership with families.

Classroom Teachers

- Classroom teachers are responsible for coordinating the development of a student's Individual Learning Plan (ILP) in collaboration with the student, parents and other relevant professionals to inform the planning, delivery and evaluation of the student's learning program. The ILP identifies the student's individual needs, pathway, goals and priorities for learning. Every student accessing support under the ACT Student Disability Criteria or who is supported with additional resources or services must have a current ILP.
- Initial ILP meetings between stakeholders stated above occur in term 1 of each school year, with ILPs being written and signed by the end of term 1. ILP goals are reviewed at two points during the school year: mid- year in conjunction with the student's progress academic report and finally with the student's summative academic report at the years end. Once reviewed and signed by parents, classroom teacher, DECO and School Psychologist, the ILP is placed on student file.
- Classroom teachers are responsible for establishing and maintaining a supportive school environment for students with disability and promoting positive attitudes towards students with disability within the school community.
- Classroom teachers may engage in professional learning in order to build their knowledge of high-impact strategies for supporting students with disability.

Procedures

See Responding to Student Need procedures (attached)

November 2019

Due for review in 2021

