



Mernda Primary School 0488

STUDENTS WITH DISABILITIES

Rationale:

All students at Mernda Primary have the right to access a broad and balanced education that will prepare them for participation in society. They have the right to an education that meets their individual, cultural, social, emotional, physical and intellectual needs as lifelong learners.

1.1. To support and improve the learning outcomes for all Students with Disabilities and students identified with special needs. The Disability Standards for Education 2005 clarifies the obligations on state government schools and the rights of students under the Disability Discrimination Act 1992.

1.2. Students with special needs have a right to attend a mainstream, government school and to have their programs tailored to meet their individual requirements.

2. Aims:

To identify students with special needs as early as possible.

To determine what “reasonable adjustments” need to be implemented to allow that student to be integrated into the Mernda Primary School learning environment/community

To ensure the physical, social and emotional wellbeing of all students attending Mernda Primary School.

2.1 Provide students access to the school’s curriculum and learning opportunities that cater to their individual needs.

2.2 Support the access and participation of students in an inclusive education system.

2.2.1 Support transitions for students entering school, through the primary years and into their secondary schooling.

2.3 Support students with moderate to high needs, under the Program for Students with Disabilities (PSD), who meet the eligibility criteria under the following categories:

2.3.1 Physical disability

2.3.2 Visual impairments

2.3.3 Hearing impairments

2.3.4 Severe behaviour disorder

2.3.5 Intellectual disability

2.3.6 Autism Spectrum Disorder

2.3.7 Severe language disorder and critical educational needs.

3. Definitions:

3.1. PSD - The Program for Students with Disabilities is a targeted supplementary funding program for Victorian government schools. It provides resources to schools to support the provision of school-based educational programs for a defined population of students with disabilities, with moderate to high needs. Under the program, resources are provided directly to Victorian government schools to support the provision of school-based educational programs for eligible students with disabilities.

3.2. SSSO – Student Support Services Officers comprise a broad range of professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers. Student Support Services officers work as part of an integrated health and wellbeing team within networks of schools, focusing on providing group-based and individual support, workforce capacity building and the provision of specialised services.

3.3. SSG – A collaboration between teachers and students parent/guardian/carer(s), education and health professionals to develop agreed understandings and responses to a student’s behaviours, needs, communication skills and learning needs. Each meeting will consist of the parents/carers, Assistant Principal, teacher and integration aide/s or other invited members i.e. Principal, SSSO’s, external agencies.

3.4. PCO – Principal Class Officer. E.g. Principal or Assistant Principal.

3.5. PLSP – A Personalised Learning and Support Plan can be used to set annual, long- and short-term educational achievable goals for students, built upon strengths and skills. These are developed per term and monitored and evaluated at each SSG meeting.

3.6. ILP – Individual Learning Plan can be used to set long and short term achievable goals for students, built upon strengths and skills. These are developed per term and monitored and evaluated at each SSG meeting.

3.7. Students with Special Needs include:-

3.7.1. Those students deemed eligible for funding under the DET Program for Students with Disabilities.

3.7.2. Those students who are not deemed eligible for funding under the PSD program, but who are identified by the school as requiring additional support, and or educational adjustments. A reasonable adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (such as ramps into buildings), in the classroom (such as adapting class lessons) and at an individual student level (such as extra tuition for a student with learning difficulties). Schools are required to make reasonable adjustments for students with disability under the Disability Standards for Education 2005.

3.8. DET – Department of Education and Training

4. Implementation:

4.1. A Principal Class Officer (PCO) is responsible for the coordination of student wellbeing, inclusive of the Program for Students with Disabilities.

Duties include:

4.2.1 Coordination of applications for PSD funding.

4.2.2 Coordination of Student Support Group meetings (SSG).

4.2.3 Establishment of individual students’ goals and strategies within a Personalised Learning and Support Plan (PLSP) in consultation with teachers, parents, integration aides and when required SSSO officers or external agencies.

4.2.4 Management of Educational Support Staff – Integration Aides, including timetabling, daily work schedules, fortnightly staff meetings, facilitate professional learning and overall staff development and performance.

4.2.5 Management of the PSD budget.

4.2.6 Coordinate of the Student Support Service. Liaise with the DET Psychologist on a weekly basis and DET Speech Pathologist on a fortnightly basis to prioritise student wellbeing cases on the Student Online Case System (SOCS) website. All students with special needs can be referred to the service after consultation with PCO’s and parental permission is sought.

4.3. An SSG meeting is held a minimum of once a term for students on the PSD program and students with special needs. Minutes of the meetings are recorded and forwarded in a timely manner onto families and or relevant therapists if required, accompanied by the Individual Learning Plan.

4.4. The SSG process is fully explained to all concerned parties and all requirements are followed as per DET SSG Guidelines.

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>

4.5. The SSG meetings ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future, plan reasonable adjustments for the student to access the curriculum, provide educational planning that is ongoing throughout the student's life and monitor the progress of the student.

4.6. The school will provide an appropriate space for the Student Support Services Officer (SSSO) to work with students, consult with parents/carers, staff and complete a range of assessments in privacy.

4.7. Curriculum programs will endeavour to be inclusive of all students.

4.8. The school will abide by all DET timelines when submitting applications for funding under the Program of Students with Disabilities.

5. Resources:

5.1. DET Guidelines Retrieved 26 September 2016, from

<http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

5.2. DET SSG Guidelines Retrieved 26 September 2016, from

<http://www.education.vic.gov.au/school/principals/health/Pages/studentsupportgroup.aspx>

5.3. The school follows the Program for Students with Disabilities – Operational Guidelines for Schools, Department of Education & Training.

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/handbook.aspx>

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

This policy was last ratified by School Council on 20 th October 2018
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