



## Students with Special Needs Policy

Reviewed: 2014

*“Every child has the right to an education and a curriculum that is meaningful and relevant to his/her life and stage of development.”*

*(Foundation Areas of Learning, Department of Education and Children's Services, South Australia, 1996)*

For the purpose of this document, “Students with Special Needs” refers to those students who have physical conditions, cognitive/neurological conditions, circumstances or behaviours that may interfere with or impede school progress and who require special educational arrangements or provisions. They may require some adaptations to the regular school setting, curriculum and/or instructional style to enable them to learn and develop.

*“At the heart of the concept of a school as a learning community lies a total commitment to the value of learning for all members.”*

*(Schools as Learning Communities. 1995)*

*“An inclusive school is one which demonstrates this belief and its readiness to accept diversity within its community and is measured by the degree to which each and every student in it is catered for and is successfully achieving.”*

*(Green 1999)*

As an inclusive school, Saint Anthony's Catholic Primary School recognises and endeavours to accommodate individual needs and foster feelings of success for all. We utilise a range of planning, teaching and assessment strategies and thoughtful classroom organisation and management procedures to meet the differing needs and abilities of all students.

We cater for students who may require special considerations and arrangements in varying degrees to access and participate in the total school curriculum and to achieve positive learning outcomes. For learning to be a successful experience for students we are able to provide –

1. Differential provision of resources and facilities.
2. Adaptations to the type and delivery of curriculum.
3. Modifications for assessment, the school environment and where necessary school organisation.
4. Provisions for additional services to visit the school
5. Support for families of students with special needs (e.g. morning tea)

With support from the Catholic Education Department and Commonwealth funding, some students with disabilities are provided with additional support in some or all learning areas.

### **CAP**

- Some students will require modifications to the environment and/or minor individualisation of curriculum content, assessment or instructional strategies. This is provided in the form of CAP's (Curriculum Adjustment Plans).
- These programmes are formulated by the child's teacher and in consultation with the parents who assist in the formulation of goals.
- Parent/Teacher meetings are held twice a year and the CAP is reviewed and handed on each year to the child's next teacher.
- Other students with disabilities will have the same or similar learning outcomes to class peers, while others will require significant adjustments and modifications in some of the learning areas.
- A copy of the CAP is given to parents, while one copy is signed by the parents and kept on file at school.

### **IEP**

- Some students may have entirely different outcomes or plans in all areas of learning. These IEP's (Individual Educational Plans) are formulated by the teacher with support from the Catholic Education Consultant for Special Needs from the Perth office and Student's with Disabilities Coordinator.
- Parent/Teacher meetings are held twice a year
- Parents have some input into the goal setting for their child and often provide valuable information to assist the teacher in the formulation of a programme.
- A copy of the IEP is given to parents, while one copy is signed by the parents and kept on file at school.
- The Catholic Education Consultant from Perth reviews all IEP's on twice yearly visits to the school and offers advice and suggestions where necessary.

Parents of students with special needs are welcomed and encouraged to maintain regular contact with their child's teacher and to provide significant information and copies of reports from outside agencies that may assist the teacher in formulating programmes and gain a better understanding of the individual needs. Teachers and parents may choose to convene more regular meetings to discuss their child's progress and needs as they deem necessary.

Some students will require personalised services for health and medical needs, such as assistance with toileting and hygiene needs and mobility needs. Other students may require physical assistance to access and use materials and equipment.

Behaviour management programmes may need to be formulated for students who exhibit disruptive behaviours which interfere significantly with the student's own learning and that of others. These programmes are designed with input from parents, the class teacher, principal and often the school psychologist and where applicable, other agencies.

Speech therapists and other agencies are welcome to contact the teacher through the Cath Ed email system. This direct contact also allows the teacher to ask questions, invites assistance with goal setting and encourages a whole-team approach that will benefit and enhance the child's learning.

There is a set procedure that a child's teacher follows if a parent or teacher is requesting a consult with the School Psychologist. This is as follows:

- Check that relevant standardised assessments have been administered & analysed;
- Talk to parents to find out relevant background information;
- Talk to child's previous teacher about concerns/strategies used;
- Check confidential records file and read all specialist reports;
- Put in place strategies from reports;
- Collaborate with Special Education Coordinator and Principal to problem-solve;
- Put in place planned strategies;
- Monitor: note what works and what doesn't work.

### **Then...**

When the above steps have been carried out, and if the teacher still has concerns that they believe may be clarified through discussion with the Psychologist.

- Notify the Special Education Coordinator that they would like to consult with the Psychologist about their concerns.
- Special Education Coordinator to view child in class. Counsellor maybe consulted and asked to view child if necessary.
- Case meeting with Principal, Special Education Coordinator and Class Teacher.
- A consultation between the teacher and Psychologist will be arranged, either via telephone contact, email contact, or in person. This is done by the Special Education Coordinator
- The Psychologist may offer suggestions, send relevant resources, and offer further consultations in order to provide support.
- Or, the Psychologist may take the case on as an Individual Referral:
  - An Individual Referral is necessary if the psychologist works with the student 1:1 or obtains personal information about the student.
  - Waiting periods may apply.
  - Informed parental consent is required for ALL referrals. The psychologist will arrange to have the form filled in by both the parent and the school.

When Special Needs Students are preparing to enter a Secondary Catholic College, in consultation with parents, contact is made with the necessary support teachers and additional opportunities are arranged to visit the High School and for teachers to meet with the students on a more informal basis, in preparation for their transition into High School.

All staff members are required to attend the various workshops provided by both the Catholic Education Office and Independent agencies, on a variety of topics when they are working with a child with special needs