

Program for Student Disabilities [Integration]

Status: Review, June, 2015
Education Sub-Committee

Rationale:

All students have equal rights to an education that assist in overcoming the effects of poverty, disability or other impairments. The Program for Student Disabilities, as a sub-policy of Student Well-being, enables students with impairments and disabilities greater inclusion in the school's regular educational programs and activities. The program provides all students with the opportunity to develop individual capacities and experience success at their own level.

Aims:

- To provide all students with learning opportunities which cater for their individual needs.
- To ensure that those students who attract Disabilities funding have programs tailored to meet their special requirements.
- To enable students to be included in the social life of the school as well as develop greater tolerance amongst all peers.
- To be supportive of the teacher and family, and encourage optimum involvement between parents/guardians and the education process.

Guidelines

- The policy is implemented in accordance with Department of Education and Training [DET] Guidelines, and in particular, the Program for Student Disabilities [PSD].
- All students should have the opportunity to be educated in a school within their own neighbourhood.
- Early assessment of the child will be made and a Student Support Group (SSG) set up.
- The classroom teacher is the key person in providing for the educational and social needs of the child.
- Collaborative decision-making of all those concerned with decisions about a child's educational progress, shall be encouraged at all times – teachers, parents and the Program for Student Disabilities leader.
- Any available resources to support the integration student and classroom teacher will be obtained from the student's PSD funding and fully utilised.
- The Student Support Group will meet termly and review the program.
- Concentration is on the student's abilities rather than his/her disabilities.
- The school's physical environment may need to be modified to allow greater accessibility and improve safety. Admission of a child may be delayed until adequate resources have been provided.

Implementation

- A staff member will be assigned responsibility to lead the Program for Student Disabilities, including the coordination of applications for funding, the coordination of Student Support Groups, the development and implementation of program budgets, leadership of the Education Support [ES] Integration team, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
- The Rolling Hills Program for Student Disabilities Leader will:
 - advise in relation to policy and its regular review.
 - promote school community awareness about Rolling Hills integration program.
 - describe and allocate resources and prepare submissions to relevant agencies.
- The Student Support Group (SSG) for each integration student will:
 - share knowledge of the students' skill and needs, at home and at school.
 - share information and knowledge of classroom programs.

- establish and document goals and expectations.
- meet termly to review goals and achievement levels.
- maintain ongoing documentation.
- The process for submitting applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
- Applications for additional resources will be submitted where necessary eg. integration aides, integration teachers, equipment etc.
- Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision. Student Support Groups will consist of parents/guardians, advocate (if necessary), class teacher, assistant principal, and child (where appropriate).
- Student Support Groups will be invited to meet at least once per term, and will make recommendations to the Principal regarding the development and implementation of individual learning plans including the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.
- Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.
- Each Student Support Group will evaluate their progress and that of each student and provide a written report including recommendations to the Principal at the end of each school year.

Evaluation

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

References:

- <http://www.education.vic.gov.au/about/programs/needs/Pages/disabilityprogram.aspx>
- <http://www.education.vic.gov.au/school/teachers/health/Pages/disabilities.aspx>
- <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/ables.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx>
- <http://www.education.vic.gov.au/about/department/Pages/inclusive-education-for-all.aspx>