

Students with Special Needs

Rationale

Croydon Hills is deeply committed to enhancing the learning outcomes for all students, by acknowledging and catering for their diverse learning needs. A key element of this commitment is an emphasis on improving the learning outcomes for students with disabilities and additional learning needs, including strategies that ensure inclusive practices are in place in the school.

Policy Statement

Croydon Hills recognises the right of students with disabilities, impairments and additional learning needs to participate in school life to the extent to which they are able.

Integration is the ongoing process which enables children with disabilities, impairments, developmental delay and problems in schooling, the opportunities, choices and support to fully participate in school life.

Implementation

- The Assistant Principal will oversee our Program for students with special needs.
- All staff including specialists and casual relief staff will be informed about the students with special needs
- Educational programs will be structured to provide all students with opportunities and choices that enable them to participate in the full range of programs and services available within the school
- Learning programs and tasks will take into account the students' learning styles, interests and needs
- Parents are valued partners in the educational process and play a vital role in setting and developing learning goals for their children
- Appropriate and ongoing professional development will be provided for all staff including support staff
- Student Support Groups will be held at least twice a year to:
 - *ensure that those with the most knowledge of, and responsibility for the student work together to establish shared goals for the student's future
 - *plan reasonable adjustments for the student to access the curriculum and participate in their education
 - *monitor the progress of the student
 - *develop an individual learning plan for the student. The ILPs will be done at the end of the year for the first semester of the following year. The ILP will be reviewed at half year then a new ILP be developed for the second semester.
- Student Support Group shall consist of:
 - *the parent/guardian/carer of the student
 - *a parent/guardian/carer advocate when requested
 - *the student's teacher
 - *the Assistant Principal

* the student support group may request information from professionals/consultants for consideration in the group decision making

- A Transition Program will operate in Term 4 for all special needs students.

References:

Program for Students with Disabilities Guidelines Department of Education

Student Support Guidelines Department of Education

Review

As part of cyclic review process