



POLICIES

Leschenault Catholic Primary School

Topic:	Students with Additional Needs		
Policy No:			
Policy Area:	Education		
Updated:	2016	Date of Review:	2018

Definition

For the purpose of this document, “Students with Special Needs” refers to those students who have physical, 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.

“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)

“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)

Aim

As an inclusive school, Leschenault 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.

Principles

- Differential provision of resources and facilities.
- Adaptations to the type and delivery of curriculum.
- Modifications for assessment, the school environment and where necessary school organisation.
- Provisions for additional services to visit the school e.g. private speech therapists, occupational therapists, psychologists, WAIDE (West Australian Institute for the Deaf) and Vision Impaired services.

Guidelines for CAPs (Curriculum Adjustment Plans)

- ❖ Some students will require modifications (remedial or extension) to the environment and/or minor individualisation of curriculum content, assessment or instructional strategies. This is provided in the form of CAPs (Curriculum Adjustment Plans).
- ❖ These programmes are formulated by the child's teacher, in consultation with the special needs coordinator (when required) and parents who assist in the formulation of goals.
- ❖ Parent/Teacher meetings are held twice a year (minimum) and the CAP's is reviewed and handed on each year to the child's next teacher.
- ❖ Students with CAP's will have the same or similar learning outcomes to class peers, adjusted according to their individual needs.
- ❖ Students may also be placed on a CAP's after having being tested by the school psychologist and at her suggestion. Recommendations contained in her report may assist in the writing of a child's CAP's.
- ❖ A copy of the CAP's is given to parents, while one copy is signed by the parents and kept in the front office at school.

Guidelines for IEP's (Individual Education Programmes)

- ❖ Catholic Education Consultant for Special Needs from the Bunbury office visits several times a year and is on hand to advise the school coordinator Brigid Bryce, assist with transitioning of special needs students into High School and to participate in case meetings when required.
- ❖ For students to be placed on an IEP, they need to be registered with the CEO, having met certain criteria set by the Catholic Education Office (if students do not meet these criteria then they are to be placed on a CAP).
- ❖ Some students may have entirely different outcomes or programmes in some/all areas of learning.
- ❖ The report document is adjusted accordingly in consultation with special needs coordinator/principal and after some consultation with the parents. Once a student has had grades for one or more learning areas removed from the report, grades may not be returned to the report, without some consultation with the parents, principal and Special Needs consultant.
- ❖ These IEP's (Individual Educational Programmes) are formulated by the teacher with support from the special needs coordinator (when required) and parents, who assist in the formulation of goals.
- ❖ IEP is given to parents, while one copy is signed by the parents and kept in the front office at school.
- ❖ Parent/Teacher meetings are held twice a year (minimum) and the IEP's is reviewed and handed on each year to the child's next teacher.
- ❖ Individual IEP handovers are required.

- ❖ The Catholic Education Consultant from Perth reviews all IEP's on her twice yearly visits to the school and offers advice and suggestions where necessary.

Teachers or parents may choose to convey more regular meetings to discuss their child's progress and needs as they deem necessary.

Health Profiles

- ❖ Some students will require personalised services for health and medical needs, such as assistance with toileting and hygiene needs, juvenile medical conditions (e.g. diabetes, juvenile arthritis), or support in the playground related to eating, drinking and mobility needs. Other students may require physical assistance to access and use materials and equipment.
- ❖ These Health Profiles are formulated by the teacher with support from the special needs coordinator and other agencies (when required) and parents, who are invited to contribute in the formulation of goals. Medical Practitioners.
- ❖ Interviews with parents are convened when deemed necessary.

School Psychologist

- Classroom teacher identifies student with concerns, or parent consults classroom teacher and discusses their concerns.
- Anecdotal records and standardised results recorded by teacher.
- Special Education Coordinator notified.
- Special Education Coordinator and Principal/Assistant Principal to observe student in the classroom environment.
- If required, documentation is sent to Ruth Gadd (School Psychologist) and a meeting is convened by Special Education Coordinator between the parents and psychologist.
- School Psychologist contacts Special Education Coordinator to facilitate possible interview, testing or class intervention strategies.
- Informed consent sought and follow-up interview with parents when testing is carried out or when requested by parent. These follow-up meetings are arranged by the Special Education Coordinator who contacts the parents.

Speech Therapists/Other Agencies

Speech therapists and other agencies are welcome to contact the teacher. 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.

Transition in High School

In Term Four, the Catholic Education Consultant from Perth attends a meeting at our school, together with the parents, a representative from Bunbury Catholic College together with specific teachers from Leschenault Catholic Primary School.

Where necessary a plan of action is drawn up to support the individual child's transition into High School. This plan is implemented with assistance from both schools and in consultation with the parents. These visits are in addition to the one-day orientation that all Year Six students attend at Bunbury Catholic College in the final term of Year Six.

Professional Development

All staff members are offered opportunities to attend the various workshops provided by both the Catholic Education Office and Independent agencies, on a variety of topics including Autism, Down syndrome, Handling Difficult Behaviours and Verbal Dyspraxia.