



ST. PATRICK'S PRIMARY SCHOOL

STUDENTS WITH DISABILITIES & STUDENTS AT RISK POLICY

STUDENTS with DISABILITIES

St. Patrick's Primary School believes that all children are unique and that children with disabilities are entitled to 'mainstream' Catholic Education and support the notion of 'integration' wherever it is appropriate and possible.

As a school we must consider our ability to help a child with a disability in the following areas: social, academic, language and communication as well as the physical layout, appropriateness and accessibility of our learning centres and school grounds.

Once a child is enrolled, regardless of their individual needs or disabilities, s/he should be given the opportunity to develop their potential intellectually, spiritually, physically, socially, culturally and emotionally.

Enrolment Procedures

As with any enrolment application, enrolment processes will be followed based on the criteria stated in our School Enrolment Policy. Having satisfied the enrolment processes and criteria, the Student Wellbeing Coordinator will arrange for a Program Support Group (PSG) meeting to discuss the child's specific needs and to make recommendations to best assist the child's transition to St. Patrick's Primary School.

Program Support Group (PSG)

The Program Support Group (PSG) will make decisions and recommendations to best serve the interests of the integrated child and the school community. Typically, the Student Wellbeing Coordinator leads a PSG and other members include the student's parents/guardian, teacher, teacher aide and sometimes the student. Other support staff or specialists (eg: speech pathologist, psychologist, etc.) may be invited to attend a PSG where deemed necessary. PSG's are usually held once every term and additional meetings will be arranged if the need arises. All PSG Meetings are documented and minutes distributed to all members.

Funding

Students who are eligible may receive funding from the Australian Government Literacy, Numeracy and Special Learning Needs (LNSLN) program. If successful, this allocation of funds is made available to the school to best meet the needs of the student. At St. Patrick's, these funds are used to employ teacher aides and to provide time for the student's teacher/s and

aide/s to plan an Individual Education Plan (IEP), to report and liaise with parents/guardians and to write up a 'Student Program' as part of the funding requirement.

LNSLN Funding Eligibility

In order to apply for LNSLN funding, the school and student must meet certain criteria. This usually involves the student being assessed to determine whether a disability exists. There are specific assessment tools that must be used to determine eligibility for a variety of disabilities (refer to CEO Application for LNSLN Funding documents for details). We currently have students enrolled who are funded for the following disabilities: Severe Language Disorder, Intellectual Disability and Physical Disability.

Once a disability has been established, the school has to apply to the CEO in order to obtain funding.

Applying for LNSLN Funding

Once a student has been formerly diagnosed and meets the eligibility criteria, the school must then apply for funding on behalf of the child as any money granted is allocated by the Catholic Education directly to the school (if successful).

There are three (3) categories: **New** Applications, **Ongoing** Applications (currently receiving funding) and **Review** Students (in final year of funding and now up for review). The Student Wellbeing Coordinator is responsible for overseeing all applications, which include the following:

- Complete relevant application form/s (ie: New, Ongoing or Review)
- Specialist/s to complete relevant CEO LNSLN forms & attach any other relevant assessment documents (if required)
- **Student Program**: Schools / Teachers of all students applying for or currently receiving 'Integration Support' are required to write up a '**Student Program**' for each 'LNSLN' student at our school. This report must be attached to every submission (Ongoing, New or Review) in order for schools to be able to receive financial assistance / funding.
- There are two (2) intakes: **Round One** applications (Ongoing, Review & New) are usually due in the first week of Term 4; **Round Two** applications (newly enrolled & newly diagnosed students only) are usually due in the first week of Term 1 for the following school year.

It should be noted that there also is funding available for specialist therapy &/or equipment (eg. O.T.; laptop; furniture; etc.) but this is dependant on individual and school needs (refer to CEO Application for LNSLN Funding documents for details).

Student Program

As mentioned previously, a 'Student Program' must be written for each funding submission. The Student Program should include the following:

- The impact the student's disability has on his/her ability to access the regular curriculum (identify key areas)
- Outline the proposed learning outcomes for the coming school year (ie. the Individual Education/Learning Plan)

- The adaptive strategies, supports & activities required for implementation of the Program
- Outline the monitoring, assessment & program reporting procedures planned for the coming school year

Note: for older students (from Year 4), consider the needs of 'transition' to secondary school.

Individual Education Plan (IEP)

Teachers (and members of the PSG) will develop an '*Individual Education Plan*' (IEP) for each student receiving 'integration' funding. An 'Individual Education Plan' (IEP) is a document aimed at targeting very specific individual student needs. This plan lists *short and long-term goals* along with the *strategies* needed to achieve these goals.

The main focus is often *literacy* and *numeracy* but may incorporate any areas of the curriculum. Other important areas that are often detailed on an IEP include *Social Skills and Behaviour, Management, Self-Efficacy and Self-Organisation and Communication*.

While the classroom teacher is responsible for writing an IEP, s/he will consult with the teacher aide/s, specialist and support staff as well as the parents/guardians (and student if applicable).

Four PSG meetings are usually planned each year (one per term) and these meetings provide an opportunity for all parties to share information relating to the student. This includes discussing the IEP and drafting a new plan for the coming school term. (*refer to IEP proforma*)

CONCLUDING NOTES

If a parent and/or teacher have any questions relating to LNSLN applications, assessments or funding they should contact the Student Wellbeing Coordinator. The procedures for identifying students deemed 'at risk' is covered in the following section.

STUDENTS AT RISK (SAR)

At St. Patrick's School we have a process in place whereby staff may identify students deemed to be 'at risk'. This 'risk' may refer to academic progress, behaviour, health issues or any other factors that may be impacting in some way on the student's ability to learn or fully participate as a member of the school community.

If a teacher or staff member has a concern about a student, there are procedures for acting on that concern (*refer to 'Procedures for SAR Request Flowchart' and the 'SAR Form' for details*).

Once a 'student at risk' form has been completed by a staff member, it is forwarded to the Student Wellbeing Coordinator for actioning. This may involve establishing a PSG or IEP, seeking CEO or Special Education support, or consulting professionals, arranging assessments or merely meeting with the student – each set of circumstances is treated individually and confidentially. The student's teacher or the Student Wellbeing Coordinator will usually notify parents/guardians of a concern if applicable.

SPECIAL EDUCATION

Providing 'special education' assistance for students in need has been a priority at St. Patrick's since 1989. A special education teacher is employed two days a week to assist individual students experiencing difficulties in the area of literacy – 'target' areas include: reading and spelling skills. Whilst some of our senior students (Yr. 6) are currently receiving special education support, this is open to change and is determined by the School Leadership Team in consultation with the Student Wellbeing Core Group and the Principal. Our aim is to provide some additional support for students (and levels) with the greatest area of need within our school. Currently, these students are seen in time blocks of 40 - 45 minutes, either individually or in groups of 3 - 4. The special education teacher also conducts a series of simple assessments in the areas of maths and language for each new enrolment (other than Prep). This 'screening' practice began in 2001 as an attempt to better inform staff about new students enrolling at St. Patrick's.