
SPECIAL EDUCATION POLICY



Let Your Light Shine

2010
to be reviewed in
2013

RATIONALE

At SFX Belmont, we are committed to educating each child to the optimum extent in a regular educational setting. We make reasonable adjustments to class curriculum and individual instruction to allow students with disabilities to participate in education on the same basis as students without a disability.

AIMS

At St. Francis Xavier's School, we aim to provide appropriate opportunities for each student with special needs to develop their skills and move toward their full potential.

We:

1. identify students with special needs using appropriate resources and personnel, including external medical professionals.
2. work collaboratively to develop, implement, monitor and evaluate individual education plans for each child.
3. have a Learning Support Team that focuses on brainstorming and problem solving solutions to support the needs of each student.
4. provide classroom opportunities in Literacy and Numeracy to cater for individual student needs.
5. provide teachers with resources that allow for curriculum differentiation across Key Learning Areas.
6. provide individual assistance to students with disabilities through learning support aides both in the classroom and in withdrawal settings as appropriate.

IMPLEMENTATION

Procedures

Each teacher is a member of the Learning Support Team in 2013, with provision for time allocation to Special Education issues on each Staff Meeting Agenda. In addition to this, individual teachers volunteer for specific responsibilities within the Learning Support Team as required.

Students are initially identified by class teachers in consultation with parents and the LST, based on deficits in cognition, speech and language, hearing, vision, motor, social and/or emotional observations.

After information is gathered, the child will be formally assessed by the appropriate professionals to determine their individual educational needs.

Meetings will be conducted with appropriate personnel, including parents, class teachers, LST, and other medical/ support professionals to formulate an Individual Education Plan for each child. The plan will be implemented either in the classroom or in a withdrawal setting with curriculum modification or individual instruction that allows the student to reach their potential. This will be done in accordance with the NSW Disability Discrimination Act and the Catholic Schools Office Special Education policies and practices.

STAFF ROLES AND RESPONSIBILITIES

ROLE	RESPONSIBILITY
<ul style="list-style-type: none">• identification of students with additional needs	<ul style="list-style-type: none">• parents, class teacher
<ul style="list-style-type: none">• referral of students	<ul style="list-style-type: none">• class teacher, Learning Support Team
<ul style="list-style-type: none">• decision making	<ul style="list-style-type: none">• Learning Support Team
<ul style="list-style-type: none">• resource allocation	<ul style="list-style-type: none">• Learning Support Teacher
<ul style="list-style-type: none">• in-service training and development programs	<ul style="list-style-type: none">• Executive Staff, Learning Support Teacher

BUDGET

To set an appropriate amount from within the school budget that will ensure the effectiveness of this Special Education Policy.

EVALUATION

This policy is to be reviewed every three years or as required by CSO or Board of Studies amendments. The Assistant Principal is responsible for the co-ordination of policy reviews.

SUPPORT DOCUMENT

SITUATIONAL ANALYSIS

St. Francis Xavier's Primary School Belmont is a small K-6 school located within walking distance and on the fringe of the Central Business District of Belmont. It is a single stream primary school with seven classes and a total enrolment of 165 students.

At SFX, there are currently eight funded students with disabilities that include cognition, language, autism, physical and mental health. The school provides a differentiated curriculum in each classroom in identified Key Learning Areas for these students and also provides support to a range of students in need of additional classroom assistance.

Early Intervention Support in Literacy and Numeracy is provided in the Infants Grades and support programs operate across the Primary Grades for children with learning difficulties. These programs involve in-class support to the point of failure, withdrawal support with a teacher's aide and opportunities to be involved in PAL programs.

The Learning Support Teacher (LST) liaises with classroom teachers in identifying and providing for the specific needs of each child. At each staff meeting, time is allocated to discussion regarding children at risk with their learning, behaviour and/or emotional needs. Appropriate plans of action are decided on, implemented, and monitored by the LST in consultation with the parents, class teacher and relevant medical personnel/agency.

INTERNAL ARRANGEMENTS

A range of options is provided for students with disabilities to allow maximum access to the curriculum and to provide opportunities for students to achieve individual learning goals.

Student based initiatives:

1. In class support through the use of "visuals" is being developed for each classroom. This includes visual timetables, calendars, lesson instructions, learning prompts and proformas.
2. In class support is provided through the availability of "hands on" materials and resources for students in Mathematics.
3. In class support with learning support aides provides individual assistance in instruction, literacy and numeracy in each classroom as appropriate.
4. Withdrawal of students in small group and individual settings is available at the point of failure where an alternate curriculum is needed.
5. Parent Assisted Learning programs in Literacy operate in Terms Two and Three.
6. Opportunities for structured lunchtime play with a learning support teacher are being developed for children with social / behavioural support needs.

Teacher based initiatives:

1. Ongoing monitoring and purchase of resources appropriate to support teachers in providing for children with special needs. Examples include LIEN resources, Boardmaker, guided reading materials (multiple copies).
2. Development of a Learning Support Team to brainstorm problems and discuss possible solutions.
3. Opportunities for professional development and staff sharing in areas of special education to assist teachers in supporting children with special needs.

LINKS WITH OUTSIDE AGENCIES AND SERVICES

Who	Procedure
<ul style="list-style-type: none">• Student Support Unit Education Officers	<ul style="list-style-type: none">• Parents are contacted and Parent Permission note signed before making referral.
<ul style="list-style-type: none">• School Counsellor (Noelene Arnold)	<ul style="list-style-type: none">• Referral made through Learning Support Team / signed by parents.
<ul style="list-style-type: none">• Specialist medical professionals linked to individual students	<ul style="list-style-type: none">• See Learning Support Teacher for individual details.

ASSESSMENT AND REPORTING PROCEDURES

Student academic progress will be determined through norm-referenced testing, curriculum based assessments, anecdotal record keeping and consultation between parents, class teachers and the Learning Support Teacher. The following assessment timeline is followed at St. Francis Xavier's School.

Term 1

1. I.P. Meetings to set goals for students with special needs.
2. Programs implemented.

Term 2

1. I.P. Programs monitored, evaluated and modified as necessary.
2. Standardised Testing – Torch Test, South Australian / Waddington Spelling Test (Primary Grades).
3. Small group intervention programs in Literacy / Numeracy.
4. PAL Literacy Intervention program.

Term 3

1. I.P. Programs monitored, evaluated and modified as necessary.
2. Small group intervention programs in Literacy / Numeracy.
3. PAL Literacy Intervention program.

Term 4

1. Integration Funding Submission.
2. I.P's evaluated.
3. Transition Programs.
4. Standardised Testing – Torch Test, South Australian / Waddington Spelling Test (Primary Grades).

#Assessments for individual students are updated as required.

#SWELL Assessments are conducted in the Infant Grades at the end of each unit.

LIAISING AND WORKING WITH PARENTS

Good partnerships with parents are important to a child's education. In order to maximize a student's educational outcomes, the school will endeavour to keep parents involved in their child's educational programs through effective communication. The following communication processes will be employed.

1. The Learning Support Teacher will personally contact all parents of children who receive Integration Funding and introduce herself. She will inform the parents of her role in relation to the education of their child.
2. The Learning Support Teacher will inform the parents of the IEP process, the role of the parents in the IEP process and the aims of IEP Meetings.
3. The Learning Support Teacher will invite parents to IEP Meetings, negotiating convenient times and encourage parent input in the form of a Parent Response Sheet sent prior to IEP Meetings.
4. The Learning Support Teacher will make phone contact with all parents prior to any referral, and send home a permission sheet to be signed by parents.
5. Parents will be informed regarding the results of any assessment conducted by members of the Student Support Unit.
6. Parent workshops in Literacy, Numeracy and social learning can be organized during the year in relation to parent needs.