



MALVERN VALLEY PRIMARY SCHOOL

DISABILITIES POLICY

WELLBEING

DEFINITION:

A student for which significant adjustments to the regular curriculum must be made due to a personal or carer's physical or intellectual disability or perceived disability.

RATIONALE

In accordance with the *Disability Discrimination Act (1992)* and the *Disabilities Standards for Education (2005)* students with disabilities have a right to attend our school and participate in education on the same basis as other students.

AIMS

- To provide all students with social and academic learning opportunities which cater for their individual needs.
- To support parents and carers in the education of their child.
- To ensure that those students who are funded under the Program for Students with Disabilities (PSD) have programs tailored to meet their individual requirements.

IMPLEMENTATION

1. All Relevant Students:

- 1.1 All students and/or families with a disability, whether they are funded under the Program for Students with Disabilities or not, are welcome at our school.
- 1.2 All students will have access to the same enrolment procedures, such as tours, meetings with the Principal, access to transition programs, etc.
- 1.3 Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.
- 1.4 Communication with relevant consultants and support agencies will be undertaken on a needs basis and, where there is regular consultation, ongoing dialogue will occur to ensure the school can best support each student. This includes providing access to support services that are provided by the Department as well as facilitating access to additional specialised services tailored to the individual.
- 1.5 Should medication be required to be administered at school, parents are required to complete a Medication Authority Form (as per First Aid Policy).
- 1.6 All students have a right to participate in all curriculum programs and to use services and facilities on the same basis as other students.
- 1.7 For some curriculum programs, *reasonable adjustments* may need to be made to ensure participation. In assessing whether a particular adjustment is suitable, all the relevant circumstances and interests should be considered including:
 - a. The student's disability
 - b. The views of the student and/or their parent/carer
 - c. The effect of the adjustment on the student including on their independence and their ability to achieve learning outcomes and participate in programs
 - d. The effect of the proposed adjustment on anyone else affected including the education provider, staff and other students
 - e. The costs and benefits of making the adjustments
 - f. The need to maintain academic requirements of the course or program.
- 1.8 To facilitate participation in curriculum activities, staff must:
 - a. Implement changes to allow participation, or include a reasonable substitute activity
 - b. Review course requirements to include activities in which the student can participate
 - c. Make courses and activities sufficiently flexible for the student to participate on the same basis as other students
 - d. Take reasonable steps to make the curriculum inclusive and accessible to all students.

- 1.9 Where parent or specialist assistance is required to ensure a child can participate in an activity, the school will work with them to ensure there are clear guidelines allowing for maximum involvement of the student.
- 1.10 Teaching staff are encouraged to report to the PSD coordinator any students whom they believe require or would benefit from additional support.

2. Students Funded by the Program for Students with Disabilities (PSD)

- 2.1 For students who may attract funding under the PSD, the appraisal process for 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.
- 2.2 A staff member will be assigned responsibility to coordinate the PSD at our school, including applications for funding, the coordination of Student Support Groups (SSGs), the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
- 2.3 An SSG will be established for each individual student to facilitate curriculum planning and resource provision. This group will consist of a Principal Class employee, teacher, Integration Aide and parent/carer, as well as any other relevant parties (eg. therapists, counsellors).
- 2.4 SSGs will be invited to meet at least once per term or as otherwise agreed, and, in conjunction with the Principal or Assistant Principal, will work together on the development, implementation and review of individual student programs including:
 - a. Student's individual achievement goals
 - b. Timelines and methods for evaluation of any goals
 - c. How to be utilise support staff and external consultants
 - d. Identifying and planning for the use of any additional resources required.
 - e. The school will recommend to parents at an SSG in Term 1 the most appropriate format for the student's school report, including which subject areas are appropriate to be assessed against state benchmarks and which are not.

All meetings will be documented and available to all members.

- 2.5 Where funding does not cover full time Integration Aide support, Aides will be utilised at times of the day most pertinent to the needs of the student, including yard duty and specialist subjects where relevant.
- 2.6 Where there are issues of personal hygiene/care needing to be attended to throughout the day, Integration Aides whom are allocated to these students will carry out such duties.

RESOURCES

- Disabilities Discrimination Act, 1992
- Disabilities Standards for Education, 2005
- Disabilities Standards for Education Learning Gateway (<http://dse.theeducationinstitute.edu.au>)
- Department of Education and Training Resources: (<http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx>)

EVALUATION

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

RATIFIED BY SCHOOL COUNCIL: 2015

TO BE REVIEWED: 2018