

# INCLUSION FOR STUDENTS WITH DISABILITIES POLICY



Carlton North  
PRIMARY SCHOOL

## Policy Statement

Carlton North Primary School (CNPS) is committed to delivering an inclusive education that ensures all students have access to a quality full time education at their local Government school that meets their needs. CNPS has high expectations for all learners, and recognises that all students have the potential to learn. In addition, we have legal obligations that include the provision educational opportunities, duty of care, occupational health and safety and discrimination, see: [Student Engagement and Inclusion Guidance - Legal Obligations](#).

Under section 32 of the *Disability Discrimination Act 1992*, we must comply with the Disability Standards for Education 2005, see: [Support for Children with Special Needs - Disability Standards: Resources](#). The Disability Standards set benchmarks that all schools must comply. They cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation.

To comply, CNPS must make reasonable adjustments to accommodate all students with disabilities to ensure they can participate in and access the Victorian Curriculum. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. When planning an adjustment for the student, we will consult with the parent/guardian/carer(s) and, where appropriate, the student, through the Student Support Group (SSG) process.

The Disability Standards for Education apply to all students with a disability, not just those who are eligible for support under targeted programs such as the Program for Students with Disabilities (PSD). The PSD provides supplementary funding to assist schools in supporting students with disabilities and moderate to severe needs. Additional resources, such as funding provided to schools through the Student Resource Package do not define or limit the support provided for a student with a disability.

## Aim

To support the inclusion of students with disabilities and additional learning needs at CNPS.

## Guidelines/Implementation

CNPS recognises that effective schools have high expectations for all learners, and that all students have the potential to learn. We also recognise that better outcomes are achieved when the key people within a student's life are included and engaged with planning, supporting and implementing the educational program.

Resources from the Program for Students with Disabilities can be used in a number of ways to support students, including providing:

- teaching staff;
- specialist staff (e.g. Special Needs Coordinator, occupational therapists, speech pathologists);
- teacher professional development;
- specialist equipment/materials, including assistive technology; and
- education support staff.

Department of Education and Training Guidelines for the Program for Students with Disabilities outlines:

- Schools are allocated resources through the Student Resource Package to facilitate the development and delivery of teaching and learning programs for all students.

- Each school is responsible for the effective use of resources for the students in its care, and has flexibility to determine the most appropriate learning program for individual students, including the use of support staff, as appropriate, to achieve educational outcomes. Examples of such resources include:
  - professional learning for the classroom teacher and education support staff;
  - Active Planning Time (APT) for classroom teachers to write individual learning plans for students funded under the program with disabilities;
  - APT for classroom teachers and education support staff to prepare additional learning resources and make adjustments to the curriculum as required for students funded under the program with disabilities;
  - time in lieu provided to classroom teachers and education support staff for attendance at SSG meetings and Education Support Staff meetings outside of their working hours;
  - APT for classroom teachers to write reports such as School Reports, preparing and completing ABLES assessments and any other assessment documentation required to support the student funded under the program for students with disabilities; and
  - APT for classroom teachers to read reports such as reports from allied health professionals that inform the teacher in curriculum planning and support for support the student funded under the program for students with disabilities.
- Where schools are allocated resources to support more than one student, the Principal may choose to liaise with members of the SSG to discuss and evaluate any common requirements, for example, the funding of therapy services or special needs teacher positions.

For information on the Student Resource Package funding model see:

[www.education.vic.gov.au/school/principals/finance/pages/srp.aspx](http://www.education.vic.gov.au/school/principals/finance/pages/srp.aspx)

### **The School's Responsibilities**

- CNPS will provide staff with relevant and specific professional development.
- CNPS is responsible for the safety of all students and staff and will have documented process and procedures to ensure this.
- CNPS acknowledges and refers to best practice and current research when developing teaching and learning models across the school. This includes the implementation of processes concerning students with disabilities and additional needs. Current research and Department guidelines identify that it is the classroom teacher's responsibility to ensure that the student has access to the school's educational programs and implements the classroom content of Learning and Support Plans. Other staff working with the student do so under the direction of a nominated classroom teacher.
- CNPS will conduct an initial meeting when the student is enrolled and when the school determines that the students needs have changed significantly enough to develop new documentation for the student such as Communication and Learner Profiles.
  - These meetings will be use templates, structure and resources based on the DET Team Around the Learner (TAL) Model.
  - Key people are brought together as a team to coordinate a plan that meets the needs of the student and supports them to continue to engage in education and learning.
  - Team members may include the learner, education professionals, health professionals, parents/caregivers, external agencies and community members involved in the life of the student and their family.
  - An example of when a TAL meeting may be conducted is when the students moves to a new building or learning environment as they move from one year level to another.
- Carlton North Primary School will follow the DET Guidelines for Program for Students with Disabilities and Student Support Group Guidelines.
 

<http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/handbook.aspx>

  - Open communication processes are established. Such processes include Student Support Group (SSG) Meetings.

- An SSG consists of a parent/guardian, class teacher, principal (or nominee). Optional members may include; parent advocate, student, health professional and para-professionals/organisations e.g. AustinCAMS. Any optional members must be approved to attend by all parties.
- The SSG is responsible for and works towards establishing the educational and social objectives of the child and determines an appropriate educational program within current standards.
- The SSG reviews the student's program once per term or as determined by the group.
- The School Council will seek special equipment or facilities (ramps, disabled toilets etc) as required.

## **Links and Appendices**

<http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/handbook.aspx>

## **Evaluation**

This policy will be reviewed by 2021 or sooner if required.

This policy was ratified by School Council on 9 August 2017.