



## Students with Disabilities – Identification and Support

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<b>Catholic Education Policy</b>	Students with Disabilities – Identification and Support
<b>Related Policies</b>	Enrolment BSSS Policy and Procedures - 4.4 Equitable Assessment and Special Provisions
<b>Approved by:</b>	Executive
<b>Implementation date:</b>	
<b>Revision date:</b>	July 2021
<b>St Clare's Contact Officer</b>	Assistant Principal Learning and Teaching

### Policy

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St Clare's College adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Students with Disabilities – Identification and Support Policy, along with BSSS Policy and Procedures, Section 4.4 Equitable Assessment and Special Provisions. These policies can be accessed via the following links:

<https://intranet.cg.catholic.edu.au/formandpolicies/Lists/Policies%202015/Attachments/102/R88444%20Students%20with%20Disabilities%20-%20Identification%20and%20Support.pdf>

[https://www.bsss.act.edu.au/information\\_for\\_teachers/policy\\_and\\_procedures](https://www.bsss.act.edu.au/information_for_teachers/policy_and_procedures)

### Procedures

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All staff at St Clare's College will be aware of their responsibility to be accountable to the Disability Standards Act (2005) in collaborating to develop effective Personalised Plans (PP) for all eligible students. Teachers are required to provide evidence of strategies used within the school setting and of adjustments made to student learning and assessment.

#### **Identification of new enrolments:**

When identifying students with disabilities, the Principal (or their delegate) will:

- Request permission to access relevant medical/educational documents, during the enrolment process (from the parent/family and/or previous school) and/or as appropriate thereafter through family communication, teacher identified learning difficulties or pastoral flags (E.g., medical certificates denoting physical ailments or mental health etc.)
- Consider student eligibility against Australian Government disability criteria and participate in a discernment process to determine student needs (see Appendix 1: Identification of Students with Additional Needs).



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- Contact a Catholic Education Office Learning Support Officer to seek clarification where student documentation is unclear about eligibility status and/or student needs.

If the above is to be completed as part of the enrolment, the Principal (or their delegate) will conduct a process as per the Enrolment Policy for Systemic Schools; Schedule A – Enrolling Students with Disabilities.

### **Support Procedures**

The Leader of Learning Inclusive Education, with the support of the Learning Support team, coordinates and is involved in delivery of relevant programs on behalf of Students with Disabilities.

Each student with a disability is required to have a Personalised Plan (PP - Individual Education Plan (IEP) ACT).

The Leader of Learning Inclusive Education, with the support of the Learning Support Teacher, and classroom teacher will plan the PP collaboratively in consultation with parents, students and others as appropriate.

The Catholic Education Office Learning Support Officer reviews PP summaries on an annual basis (Term 4).

### *Adjustments*

Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students and are detailed in the PP. Adjustment levels and descriptors can be access via the below link:

[https://www.nccd.edu.au/sites/default/files/h5p/content/167/docs/endorsed\\_levels\\_of\\_adjustment.pdf](https://www.nccd.edu.au/sites/default/files/h5p/content/167/docs/endorsed_levels_of_adjustment.pdf)

### *Modified Outcomes*

Under the Disability Standards for Education (2005) all principals and teachers have a legal obligation to ensure that every student is able to participate in the curriculum on the same basis as their peers. This does not mean every student should have the same experiences. It does mean that they will have access to the same opportunities to engage in the Australian Curriculum as their peers through rigorous, meaningful and dignified learning programs. A modified curriculum is changing what the student is expected to learn and may require some adjustments to how the content is delivered. Modifying the curriculum should not be long term or permanent, it should be considered for those students who are unable to access the curriculum. The decision to modify a student's outcomes for any particular subject should be through consultation with the student's parents, subject teacher/Leader of Learning, and the Leader of Learning Inclusive Education.



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### *Learning Support Teacher:*

The Learning Support Teacher will:

1. Work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs, identify specific learning, and support needs.
2. Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
3. Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer.
4. Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs.
5. Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour.
6. Provide professional specialist advice, support and mentoring to classroom teachers on:
  - how best to cater for the diverse learning needs in their classrooms, and
  - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home.

### *Classroom Teachers:*

The consultation with the Leader of Learning Inclusive Education and/or Learning Support Teacher and Leader of Learning, the Classroom Teacher will:

1. Develop clear learning outcomes that are relevant and enriching to the student's needs, abilities and capacity to access the curriculum.
2. Create a learning (and teaching) program accessible by SEQTA Learn that aligns with the Australian Curriculum.
3. Develop learning and teaching strategies to gather evidence of student achievement/progress in relation to learning outcomes (summative and/or formative assessment).

### *Time Allowances:*

Time allowances for teachers responsible for modified learning programs to support engagement in cyclic progress meetings with the Leader of Learning Inclusive Education or Learning Support Teacher are set at the beginning of each semester. Adopting a two-tier system, time allowance is dependent on the number and level of modified learning programs and is informed by the Leader of Learning Inclusive Education and approved by the Assistant Principal – Operations and School Development, and Assistant Principal Learning and Teaching.



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### *Inclusivity Report (addition to Semester Report):*

As per the Disability Discrimination Act 2005, students with disability and additional learning needs, adjustments (detailed in the PP) should be made and evidenced. The Inclusivity Report allows teachers to detail and report to parents the adjustments/provisions made (or planned) for the student with a modified program and/or PP. Informing the report relies on teachers having read and been responsive to the PP.

The provision and release of the Inclusivity Report provides a summary of the areas of adjustment and strategies implemented (or to be implemented) to date across subjects studied for the semester:

- Curriculum Instruction and Assessment
- Communication
- Social Skills.

### **Resources:**

PP for Students with Disability are to be reviewed on an ongoing basis at school level.

A formal review takes place as required in preparation for the annual resource allocation process for the subsequent year.

A Catholic Education Office Learning Support Officer, or their representative, may be involved in the formal review processes according to the learning needs of a student.

Schools are allocated Literacy, Numeracy and Special Learning Needs (LNSLN) resources on behalf of Students with Disability based on the student appraisal process in consultation with the Catholic Education Office.

For System accountability and resourcing purposes all students with a disability are identified by the school for census details.

The allocation of additional Government(s) resources to support Students with Disability is based on the student appraisal process in consultation with the Catholic Education Office.

Schools determine the priority for the use of all available resources in accordance with Literacy, Numeracy and Special Learning Needs program requirements.

Schools are required to include their Learning Support priorities including the provisions and adjustments for Students with Disability as part of their Strategic and Annual Management Plans.



**Appendix 1: Identification of Students with Additional Needs**

