

DISABILITIES & IMPAIRMENTS POLICY

Rationale:

- Students with disabilities or impairments have a right to attend a mainstream government school, and to have their individual needs addressed.

Aims:

- To provide all students with learning opportunities that cater for their individual needs.
- To ensure that those students who attract Disabilities and Impairments funding have programs tailored to meet their special requirements.

Implementation:

- All students who are funded under the Disabilities and Impairments program are welcome at our school.
- A senior staff member will be assigned responsibility to coordinate the Program for Student Disabilities at our school, including the coordination of applications for funding, the coordination of Program Support Groups (PSG), 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.
- 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.
- The Program Support Group process will be fully explained to all parties.
- Program Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision.
- Program Support Groups will be invited to meet once per term, more if essential. PSGs will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be minuted and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.

Evaluation:

- This policy will be reviewed in line with best practice and DEECD guidelines.