



## **STUDENTS WITH A DISABILITY: MEETING THEIR EDUCATIONAL NEEDS PROCEDURE**

This procedure must be read in conjunction with the *Students with a Disability: Meeting their Educational Needs Policy*.

### **1. Overview**

- 1.1. This procedure describes the processes in place to support the education needs of students with a disability.

### **2. Rationale**

- 2.1. The procedures reflect the Education and Training Directorate's support of and compliance with the [Disability Standards for Education 2005](#).

### **3. Procedures**

#### 3.1. Weetangera School will:

- establish a Student Wellbeing and Engagement Team to monitor the educational progress of students with disability, identify and coordinate the support mechanisms required to meet the educational, pastoral care, safety and health needs and coordinate their planning and review processes
- provide information about programs and procedures to parents, actively encourage their participation and work in partnership with families
- involve students and parents in the Individual Learning Plan process as students move through their schooling
- ensure all students receiving disability education services have an annual Disability Education Program Review meeting
- ensure staff understand and address their obligations under the policy, procedures and relevant legislation
- ensure staff have appropriate skills and relevant training to work with students with disability
- establish and maintain a supportive school environment for students with disability and promote positive attitudes towards students with disability within the school community
- report in the annual school board report and through Directorate acquittal processes on how resources for students with disability are used.
- work in partnership with parents, other government service providers and relevant professions to identify appropriate support services to meet the student's learning needs and aspirations post school
- provide information to support the active participation of parents in key decisions relating to their child's education.

#### 3.2. The Directorate will:

- allocate additional resources to mainstream schools through the Student Centred Appraisal of Need process, based on individual student need, in an equitable, transparent and consistent manner, to those students who meet the ACT Student Disability Criteria and who require additional support.
- allocate resources to specialist schools through the Student-Centred Appraisal of Need process, based on individual student need, in an equitable transparent and consistent manner.

- allocate resources to mainstream schools to support specialised classes for students with disability
- Provide, coordinate or support access to educational advice, professional development and support to schools and staff delivering services to students with disability.

#### Student Centred Appraisal of Need

- 3.3. The *Student-Centred Appraisal of Need* is a process for assessing the educational support needs of individual students eligible under the *ACT Student Disability Criteria* and determining the level of resourcing needed to make the necessary reasonable adjustments for the student to access and participate in their educational program
- 3.4. Appraisals are held at key points of schooling
- 3.5. Provision is made for schools and/or parents to seek a review of the Appraisal.

#### Individual Learning Plan (ILP)

- 3.6. The Individual Learning Plan (ILP) identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents and carers, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program.
- 3.7. Every student accessing support under the ACT Student Disability Criteria or who is supported with additional resources or services must have a current ILP.
- 3.8. The teacher with the major responsibility for coordinating and/or delivering the student's educational program also has responsibility for coordinating the development of the ILP in collaboration with the student and parents and ensuring it is reviewed, at a minimum, on an annual basis.
- 3.9. The ILP is reviewed through the annual Disability Education Program Review process.

#### Disability Education Program Review Meeting

- 3.10. An annual Disability Education Program Review meeting is required for each student with disability as defined in the ACT Student Disability Criteria or who is supported with additional resources or services from the Directorate,
- 3.11. The meeting formally reviews progress against the goals and priorities identified in the ILP and reviews the ongoing appropriateness of the current placement.

#### The Central Placement Panel

- 3.12. The Central Placement Panel is coordinated by the Directorate and comprises disability education staff members, school psychologists and principals.
- 3.13. Its role is to consider applications for placement in or transfer to a disability education setting for the following year and to advise parents of the outcome of their applications.

#### **4. Contact**

Weetangera School is responsible for this procedure.

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#### **5. Complaints**

- 5.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:
  - the school principal in the first instance;
  - contact the Directorate's Liaison Unit on (02) 6205 5429;
  - online at [http://www.det.act.gov.au/contact\\_us](http://www.det.act.gov.au/contact_us);

- see also the *Complaints Policy* on the Directorate's website.

## **6. References**

6.1. **Definitions** – refer to the policy for relevant definitions.

### **6.2. Related Policies and Documents**

- Administration of Prescribed Medication, Catheters and Injections to Students Policy
- Management of Eating and Drinking in ACT Public Schools Policy
- Students with a Disability: Meeting their Educational Needs Policy
- [ACT Student Disability Criteria 2019](#)
- [Student Centred Appraisal of Need](#)