



Students with Special Needs (Disabilities) – Identification and Support

Related Policies

Enrolment

Purpose

To provide information concerning the identification and support provisions for students with Special Needs (Disabilities).

Policy

Students with Special Needs (Disabilities) are identified and supported in Archdiocesan schools according to the understandings and procedures outlined in this policy.

Definitions

In the Archdiocese of Canberra and Goulburn students with Special Needs (Disabilities) are identified as per the application of Australian Government criteria. In this Archdiocese, students meeting Commonwealth criteria for disability status are referred to as Students with a Disability.

Categories of Disability	Relevant Details
1. Cognition (Intellectual)	Full scale score of 75 or less on a standardised, restricted psychometric (IQ) assessment and displaying associated academic and adaptive behavioural delays.
2. Sensory (Hearing)	Permanent (sensori-neural/conductive) hearing loss of 30+ decibels with resultant communication difficulties.
3. Sensory (Visual)	Permanent vision loss of 6/24 or less in the better eye corrected, or less than 20 degrees field of vision.
4. Physical	Ongoing physical condition (eg cerebral palsy, osteogenesis imperfecta, spina bifida) that significantly limits functioning and independence in – mobility, personal care and undertaking essential learning tasks.
5. Mental Health (Social/Emotional)	Mental health problems at a level of frequency, duration and intensity that seriously affects educational functioning – behaviours must be evident in home, school and community environments (A diagnosis of ADD (with or without hyperactivity) is not included).
6. PDD	Diagnosis indicating a pervasive developmental disorder (eg Autism) disability affecting verbal and non-verbal communication and social interaction that significantly affects the ability to learn. Diagnosis must also include a clinically significant adaptive behavioural delay.
7. Language Disorder	Expressive and/or receptive language disorder with a scaled score of 70 or less on a restricted, standardised speech pathology assessment (ie the Clinical Evaluation of Language Fundamentals (CELF)).
8. Chronic Medical	Chronic medical condition that affects functioning and/or independence where a student is highly dependent on another or access learning.

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Procedures

Identification

1. When identifying students with Special Needs (Disabilities), Principals and school staff will:
 - 1.1 Seek parent permission to access relevant medical/educational documents, during the enrolment process and as appropriate thereafter.
 - 1.2 Consider student needs against Commonwealth Criteria and apply for additional Literacy, Numeracy and Special Learning Needs (LNSLN) Program support on an annual basis.
 - 1.3 Contact a member of Special Needs Education Services Team for support in clarification where student documentation is unclear about student needs and/or eligibility status.
2. Prior to an offer of enrolment, the Principal will conduct an enrolment process as per the Enrolment Policy for Systemic Schools, Schedule A – Enrolling Students with Disabilities.

Support Procedures

3. The Special Needs Resource Teacher will coordinate and be involved in delivery of services on behalf of Students with Special Needs (Disabilities).
 - 3.1 Each Table 1 student is required to have an Individual Education Plan (IEP).
 - 3.1.1 The Special Needs Resource Teacher and Classroom teacher will plan in the IEP collaboratively in consultation with parents, students and others as appropriate.
 - 3.1.2 IEP Summaries are required by the CEO on an annual basis (forwarded in Term 4, c/- Special Needs Education Services).
 - 3.2 Programs for students will be formally reviewed on an ongoing basis at school level.
 - 3.2.1 A formal review process will take place in Term 2 or 3 each year in preparation for the annual funding applications for the subsequent year (eg this may happen in the context of a Student Centred Appraisal Need (SCAN) Process).
 - 3.2.2 An Education Officer from Special Needs Education Services will be involved in the review process, as determined between the Principal and Special Needs Education Services.
 - 3.3 Schools apply for additional resources to the CEO, c/- Special Needs Education Services, in the annual LNSLN application process for students with disabilities.
 - 3.3.1 For accountability and census purposes it is important that schools identify all eligible students with a disability.
 - 3.3.2 Applications are due to the Special Needs Education Services Team during Term 3 (date provided in annual Guidelines).
 - 3.3.3 The annual Application process focuses on establishing student need and requesting additional staffing and/or capital support items.

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- 3.3.4 The Archdiocesan Special Needs Committee reviews and makes recommendations for resources from the relevant Commonwealth and other programs.
- 3.3.5 Outcomes of the application process are forwarded to Principals in early Term 4 to allow forward planning for the following year.
- 3.4 Resources for a Student with Special Needs (other than student with disabilities) are made available to schools through an additional element of the LNSLN program and staffing considerations.

References

Annual LNSLN Guidelines and Application Forms.
Archdiocesan Special Needs Resources Packages 1 (1995) and 2 (2002) as described in the 2004 Special Needs Learning and Support Handbook.

Forms

Contained in the Archdiocese of Canberra & Goulburn Special Needs Learning Support Handbook 2004.

Annual LNSLN Guidelines and Application Forms (sent to schools annually).

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