

Caulfield South Primary School

C.S.P.S.

Students with Additional and Special Educational Needs Policy

BACKGROUND

Caulfield South Primary School provides an inclusive and individualised learning opportunity for all students. We use an inquiry based model of teaching and learning that connects our students to the world around them, allowing them to become actively engaged and influential members of society.

We aim for children and their families to have the best education setting in which to achieve and flourish. Learning takes place through purposeful, structured inquiry, developed in a safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners. We prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role in that world. We also encourage our students to develop optimism and enjoy a sense of humour.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

Inclusion is more about responding positively to each individual's unique needs. Inclusion is less about marginalising students because of their differences.¹

Caulfield South Primary School:

- recognises and responds to diverse student needs
- expects that every student has the ability to learn
- endeavours to ensure that every learner reaches their full potential

STUDENTS WITH ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

Through the Program for Students with Disabilities and the Language Support Program, a selection of students educational needs are closely monitored and reviewed, and meaningful goals are set and met.

Teachers and school leaders are required to comply with the Disability Standards for Education 2005, which clarifies the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*²

¹ Special educational needs within the International Baccalaureate programmes, pg 3

² As of August 2012, these Standards are currently under review

The objects of these Standards are:

- To eliminate, as far as possible, discrimination against persons on the ground of disability³ in the area of education and training;
- To ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community; and
- To promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community

Students identified as being 'at risk' are students who:

- achieve at a standard more than one year below their actual age according to standardised testing.
- who are not being addressed through other programs i.e. Reading Recovery or ESL or who have an Aide
- improve self-confidence and self-esteem of those 'at risk' students, through intervention programs

GUIDELINES

- The Assistant Principal- Curriculum will ensure that a current data base of students' names with special educational needs is kept and distributed to staff at the beginning of each school year
- All teachers will apply a differentiated pedagogical approach to classroom practice
- Differentiated instruction 'can help learners access the content at an appropriate level through a variety of resources'⁴
- Parent/guardian/carer(s), teachers and school leaders will work together to support all students
- Teachers will focus on the teaching-learning relationship to meet the individual needs of all students

IMPLEMENTATION

- A database for students with additional and special educational needs will be updated and monitored regularly by the Assistant Principal. Information will be obtained through teacher referral and enrolment information. (Student Online Case System- SOCS)
- Students will be assessed at the beginning of each year through standardised Maths and English tests, observations and comments from the previous teachers as per the Reporting and Assessment Schedule)
- Students will be selected for possible inclusion in the Reading Recovery program by the Reading Recovery teacher, Literacy Co-coordinator and Assistant Principal based on widely accepted criteria and data from a series of diagnostic tests.
- Teachers will develop learning improvement plans for all students at risk in conjunction with the Assistant Principal – Curriculum, and parents.

³ As per the Disability Discrimination Act. 'Disability' includes 'a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction'

⁴ Special educational needs within the International Baccalaureate programmes, pg 5

- Regular parent support group meetings will be held to discuss the progress of students with special educational needs
- Small group or individual instruction will be provided by both the class teacher and where possible/necessary, through special needs' assistance.
- Students with ongoing difficulties will be referred to the Guidance Officer or outside agencies by the Assistant Principal Operations, for further assessment.
- Teachers who have students with special needs will receive specific targeted professional development. Class teachers and educational support staff will provide specific instruction to develop identified need either through small group work, individual instruction or through withdrawal programs
- Teachers will identify any additional students not listed on the data base and state area of need and assistance required.
- Visiting consultants will be available for additional program support. (Visiting teacher for the Deaf, Autism Association, etc)
- A Reading Recovery program will provide one to one intervention for students who fulfil the criteria
<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/rrguidelines.pdf>
- Learning improvement plans will be developed for all students deemed as being at risk

EVALUATION

This policy will be reviewed again in 3 years.