



Students with Disabilities and Learning Difficulties Policy

Purpose:	Cape York Girl Academy ('CYGA') is committed to ensuring each individual is valued. We seek to develop the whole person socially, emotionally, physically and cognitively, through a broad range of educational opportunities and appropriate learning environments.	
Scope:	<ul style="list-style-type: none"> • 'Students' – including students enrolled at Girl Academy and their dependents (where applicable) • 'Staff' – including full-time, part-time, permanent, fixed-term and casual employees, as well as office bearers, contractors, volunteers and people undertaking work experience or vocational placements with or on behalf of CYGA. • 'Parents' – including the parents, carers and/or other registered carers of Students, as well as other family members involved in the care of a Student. 	
Status:	Draft	Supersedes: CYGA Students with Disabilities and Learning Difficulties Policy INTERIM
Authorised by:	Board	Date of Authorisation: 12 April 2017
References:	<p>Relevant Legislation</p> <ul style="list-style-type: none"> • Disability Discrimination Act 1992 (Commonwealth) • Disability Standards for Education (Commonwealth) • Anti-Discrimination Act 1991 (Queensland) • Anti-Discrimination Regulation 2005 (Queensland) • Education (Accreditation of Non-State Schools) Act 2001 Queensland) • Education (Accreditation of Non-State Schools) Regulation 2001 (Queensland) • Privacy Act (1988) • Australian Human Rights Commission Act 1986 (Cth) • Age Discrimination Act 2004 (Cth) • Racial Discrimination Act 1975 (Cth) • Sex Discrimination Act 1984 (Cth) <p>Additional References</p> <ul style="list-style-type: none"> • Cape York Girl Academy Code of Conduct • Cape York Girl Academy Child Protection Policy • Cape York Girl Academy Positive Student Behaviour Policy • Cape York Girl Academy Privacy Policy 	
Review Date:	Every two years	Next Review Date: 1 July 2017
Policy Owner:	Board	

Policy Statement

Learning Support/Students with Disabilities at Cape York Girl Academy is defined as the provision of extra assistance, adjusted programs or learning environments, special equipment or materials to support students in accessing the curriculum in a range of settings.

Learning Support/SWD includes students with disabilities impacting on learning, learning difficulties and those who are gifted and talented. It may also include students with English as an Additional Language or Dialect (EAL/D) and those where medical conditions impact on short term or long term learning.

At Cape York Girl Academy, each individual is valued. Consequently we seek to develop the whole person socially, emotionally, spiritually, physically as well as cognitively, through a broad range of educational opportunities and unique learning environments. Our vision is that students would become life-long learners and proactive citizens of their community as well as the global community, utilising their talents for the benefit of others.

Cape York Girl Academy will assist the full participation of students with special learning needs in order to maximize their potential. The key objectives of Learning Support/SWD at Cape York Girl Academy are to:-

- Improve educational opportunities and outcomes for all students with special learning needs across all sectors of the school Individually consider each student's needs and meet the full range of all students' needs across all sectors
- Ensure that there is a clear, consistent and sustainable resourcing framework for special needs and provide equitable resourcing for those with special individual needs
- Cape York Girl Academy values the diversity brought by all students including those with special learning needs. Cape York Girl Academy aims to achieve a successful inclusive education system that provides learning opportunities of equal quality for all students. This policy is consistent with National Educational Goals and shaped to ensure that all students have fair access to a quality education environment to enable them to learn successfully and participate in society.

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- Ensure that there is a clear, consistent and sustainable resourcing framework for special needs and
- Provide equitable resourcing for those with special individual needs

Students with Special Learning Needs have the same rights to a high quality education as people of the same age who do not have special learning needs.

At Cape York Girl Academy:-

- Students with special learning needs have access to the same range of age appropriate educational settings as their peers.
- There is recognition of the legal right of students with special learning needs to enroll and attend school on the same basis as other students
- There is provision of a supportive climate, which meets the educational needs of all individual students

- All students are valued as individuals
- Educators have the skills and confidence to assist students who have a broad range of needs and abilities
- Education of the highest quality is provided to all students enrolled
- Transport assistance is provided between home and school where a need is clearly established for students with needs meeting the criteria for additional government funding and resourcing
- The rights of students with special learning needs, and their families, to confidentiality and other protections afforded by the Privacy Act 1988, Privacy Amendment

The primary focus of Learning Support/Special Needs is to meet the individual learning and developmental needs of the student.

At Cape York Girl Academy:-

- Services are available to ensure the earliest possible identification of and support for students with special learning needs. (Refer to the Flowchart at Appendix 1)
- The Education Adjustment Plan (EAP) is the basis of programs for students with disability who meet the criteria for additional government funding and resourcing
- Training is provided through Professional Learning opportunities for all teachers and teacher aides to ensure they meet the educational needs of all their students
- External specialist support and advisory services are available locally within the region, and on the State and/or National level to individuals, families and schools in relation to students with special needs
- All students are supported to ensure they achieve their full potential
- Programs are adjusted so that students with special learning needs are included
- The curriculum is inclusive of the educational needs, experiences, interests and values of all students

All students with identified special needs have access to a fair share of the available special needs resources.

At Cape York Girl Academy:-

- Specialised resources are distributed fairly to meet identified special learning needs within the school sector in which the student participates
- Decisions regarding individual resource needs are based on valid, fair and culturally appropriate assessment practices
- Any SWD resources are retained primarily for special needs purposes but may be used for general learning
- Regular reviews of all special needs resources are undertaken to ensure that resource needs and resource allocation are well matched
- There is an ongoing awareness of available external resources and support services, which are accessed when required

Partnerships between students' families and education providers are essential in overcoming barriers to learning.

At Cape York Girl Academy:-

- Information about the barriers to learning and the provision of resources is shared between families and the education provider
- Full information is provided to families to enable them to make sound educational choices and to participate fully in the enrolment, assessment, planning, programming, placement and monitoring of their child's progress

- Student placement and other decisions can be reviewed upon request of either the family or the education provider
- Families may choose to be supported by an advocate in assessment, planning, placement and review processes

All Special Needs resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the student.

At Cape York Girl Academy:-

- Teachers effectively coordinate services with the various providers of external services, including specialist therapists and agencies
- The Leadership Team and Teachers are accountable for the efficient and effective use of resources for SWD
- Services for special needs are coordinated with regular education needs and with other relevant services e.g. health and welfare agencies
- Wherever possible, decisions are made collaboratively by those closest to the student

A student's language and culture comprise a vital context for learning and development and are taken into consideration in planning all learning experiences.

At Cape York Girl Academy:-

- The special learning needs of students from different ethnic groups are met in culturally appropriate ways
- The special needs of students with disability are met in ways that reflect any culture or identity associated with their disability group

Students with special learning needs have access to a seamless education from the time that their needs are identified, through to post school options.

At Cape York Girl Academy:-

- Admission and transition procedures enable students to move successfully from Girl Academy to another educational setting or the workplace

Procedures to support the implementation of the Students with Disabilities and Learning Difficulties Policy include:-

Enrolment

At Cape York Girl Academy, the Enrolment Policy is inclusive of all students. The criteria for enrolment are set out in the Application for Enrolment form. Assistance in understanding enrolment policies and procedures is facilitated by the school staff.

It is important that we can meet the educational needs of each child. For this reason, all parents are required to accurately complete enrolment form, thereby enabling the Academy to determine the likely resources required to meet each individual student's needs. Disclosure of disability on the form, and inclusion of any specialist reports, is encouraged.

If a child has previously identified special needs, parents/care-givers authorise permission allowing the Academy to collect information from the child's previous school.

Ongoing consultation between the parents/caregivers and Academy personnel continue during the enrolment process. Consultation during the enrolment process considers the impact of the disability for the student as well as the adjustments that need to be made for the student and whether these

adjustments are reasonable within the context of the Academy. As part of this process, information is gathered by the site-based special staff and may also be gathered from specialist personnel, such as advisory visiting teachers, who have information to assist in meeting the child's needs. Specialist personnel may also include the disability agencies and medical and allied health professionals. An advocate and/or interpreter may also be involved in the consultation process.

Records are kept of each consultation including details of adjustments needed to be put in place.

The collection, use and disclosure of information about a child is protected by the provisions of the Cape York Girl Academy Privacy Policy.

Identification

Through consultation and the collection of information, the type and level of adjustments required by the student are determined. Adjustments may be required in areas such as physical access, personal care, health care management, emergency procedures, communication, curriculum and specific teaching strategies.

Based on the information gathered, the Head of Well-Being and delegated staff member will make a preliminary assessment and then meet with the parents/care-givers to discuss the outcomes. This meeting may include:-

- The student if appropriate
- Other special education advisers / agency representatives
- Therapists, counsellors, other professionals
- An advocate and/or interpreter

Education Program

On confirmation of enrolment, parents will receive an outline of the support the school can offer the student in order to access the curriculum successfully. The type and level of specialist educational support required by the student with disability will then be outlined in the student's Education Adjustment Plan (EAP) and/or Health Care Plan. These documents will identify: impacts of the disability; health and safety information; aspirations and targeted learning outcomes; and adjustments required to enable learning and demonstration of learning on the same basis as other students. Resource requirements and additional staff support may be included. Other plans such as Individual Health/ Social/Emotional Plans and Individual Behaviour Management Plans may also be developed.

The EAP will be reviewed at a designated period each year. At this time, consultation will occur between the parents/care-givers and the Head of Well-Being in order to discuss the child's progress and inform planning. Following parental approval, and where subjects have been significantly modified to meet specific learning needs, adjustments made by teachers will be clearly indicated on the student's report. Students will be assessed against appropriate, pre-determined standards.

The Learning Support/SWD Process at Cape York Girl Academy

