RATIONALE:
Students with disabilities have a right to attend a mainstream government school, and to have their individual needs addressed.

AIMS:
- To provide students with disabilities access to our school, along with high quality support.
- To provide all students with learning opportunities which cater for their individual needs.
- To ensure that those students who qualify for disabilities funding have programs tailored to meet their special requirements.

GUIDELINES:
The Program for Students with Disabilities (PSD) provides for eligible students in areas of intellectual disability, autism spectrum disorder (ASD), hearing impairment, visual impairment, physical disabilities, severe behaviour disorders, and language or communication disorders.

After enrolment of a student with a disability, the Principal and the parents have the responsibility to gather the necessary documentation that establishes the eligibility of the student for priority funding / resources.

The provision of appropriate resources/personnel shall be a determining factor in the commencement of a student with identified disability.

Once eligibility has been established, the Principal will be responsible for the formation of a Student Support Group, which will complete the Educational Needs Questionnaire.

The funding for each student with a disability will be based on the information supplied by the Student Support Group in the Educational Needs Questionnaire.

A Program Support Group will be formed for each student with a disability.

The Program Support Group will have a key role in advising the Principal on the best use of available resources to meet the educational needs of the student.

Before a student with a disability commences at Findon Primary School, all staff will be advised of the student’s disability and needs.

IMPLEMENTATION:
- All students who are funded under the Disabilities program are welcome at our school.
- The Assistant Principal will be assigned responsibility to coordinate the Program for Students with Disabilities at Findon Primary School, including the coordination of applications for funding, the coordination of Student Support Groups, 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 PSD 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 and current students.
- The Student Support Group process will be fully explained to all parties.
- Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision.
• Student Support Groups SSG will be invited to meet at least once per term and will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation.
• Support staff, allied professionals, parent advocates, educational consultants and the use of any additional resources required are invited to the SSG meetings.
• All SSG meetings will be documented and available to all attendees.
• Communication with relevant consultants and support agencies will be undertaken on a needs basis.
• All curriculum programs will be inclusive of all students.
• Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.
• At the conclusion of each school year there will be a handover meeting between the current teacher and the future teacher regarding student transition, progress and management.

**EVALUATION:** This policy will be reviewed as part of the school's three year review cycle. Each Student Support Group will evaluate their progress and that of each student and provide a written report including recommendations to the Principal at the end of each school year.

**REFERENCES:**
• Disability and Discrimination Act 2005
  [http://www.ddaedustandards.info/](http://www.ddaedustandards.info/)
• DEECD Guidelines
  - Program for students with disabilities guidelines for schools 2014
  - Student Support Services Privacy Information and Consent Form
  - Student Support Services Teacher Questionaire
  - Speech Pathology Information Form
  - Individual Learning Plan (ILP)
  - Individual Education Plan (IEP) for student out of home care
  - Abilities Based Learning and Educational Support (ABLES) in conjunction with The University of Melbourne, Students with Additional Needs (SWAN)
  - AusVELS Educational Curriculum
  - Bar None Community Awareness Kit for Schools
• Promoting Alternative Thinking Strategies (PATHS) Findon Primary's Social and emotional program.