

Related Policies

Enrolment

Rationale/Purpose

To provide information concerning the identification and support provisions for students with disabilities.

Definitions

In the Archdiocese of Canberra and Goulburn Students with Disability are identified according to Australian Government criteria as determined at state/territory level. In this Archdiocese, students meeting Australian Government criteria for disability status are referred to as Students with Disability.

Categories of Disability	Criteria validated by relevant professional
1. Cognition (Intellectual)	Full scale score on a standardised, restricted psychometric (IQ) assessment at or below the second percentile and accompanied by 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 (e.g. 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 (e.g. Autism) 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 (i.e. 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 others to access learning.

Policy

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

All school processes and practices are to be informed by relevant disability legislation (Disability Discrimination Act and Education Standards).

Archdiocesan schools engage with the vision of inclusive practices as defined in the *Equity Diversity and Inclusion Strategic Plan* as well as actively and systematically promote inclusive practices in their community according to the mission and vision of the Catholic Education Office.

Procedures

1. Identification of new enrolments

When identifying students with disabilities, principals will:

- request permission to access relevant medical/educational documents, during the enrolment process and/or as appropriate thereafter
- consider student eligibility against Australian Government criteria and participate in a discernment process to determine student needs
- contact a Catholic Education Office Learning Support Officer to seek clarification where student documentation is unclear about eligibility status and/or student needs

If the above is to be completed as part of the enrolment, the Principal will conduct a process as per the Enrolment Policy for Systemic Schools, Schedule A – Enrolling Students with Disabilities.

2. Support Procedures

The school's Learning Support teacher coordinates and is involved in delivery of relevant programs on behalf of Students with Disabilities.

Each student with a disability is required to have an Individual Education Plan (IEP) ACT and Learning Profile (LP) NSW.

The school's Learning Support teacher and classroom teacher will plan the Individual Education Plan/Learning Plan collaboratively in consultation with parents, students and others as appropriate.

Individual Education Plan/Learning Plan summaries on behalf of Students with Disability are required by the Catholic Education Office on an annual basis (the summaries are forwarded to a Catholic Education Office Learning Support Officer in Term 4).

3. Resources

Programs for Students with Disability are to be reviewed on an ongoing basis at school level.

A formal review takes place as required in preparation for the annual resource allocation process for the subsequent year.

A Catholic Education Office Learning Support Officer, or their representative, may be involved in the formal review processes according to the learning needs of a student.

Schools are allocated Literacy, Numeracy and Special Learning Needs (LNSLN) resources on behalf of Students with Disability based on the student appraisal process in consultation with the Catholic Education Office.

For System accountability and resourcing purposes all students with a disability are identified by the school for census details.

The allocation of additional Government(s) resources to support Students with Disability is based on the student appraisal process in consultation with the Catholic Education Office.

Schools determine the priority for the use of all available resources in accordance with Literacy, Numeracy and Special Learning Needs program requirements.

Schools are required to include their Learning Support priorities including the provisions and adjustments for Students with Disability as part of their Strategic and Annual Management Plans.

References

- Archdiocesan Special Needs Resources Packages 1 (1995) and 2 (2002)
- 2004 Special Needs Learning Support Handbook
- Disability Discrimination Act 1992 (Commonwealth)
www.austlii.edu.au/au/legis/cth/consol_act/dda1992264.txt

Forms

Nil

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