

Special Needs Policy	Version No:	1
	Reviewed by:	Principal
	Last Review:	June
	Approved by:	
	Approved date:	

PURPOSE:	The purpose of this policy is to protect students, staff and parents, with a disability or students who have an associate with a disability from unlawful discrimination, harassment and victimisation on the basis of that disability.
SCOPE:	Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.
REFERENCES:	<ul style="list-style-type: none"> ▪ <u>Anti-Discrimination Act 1991 (Qld)</u> ▪ <u>Australian Human Rights Commission Act 1986 (Cth)</u> ▪ <u>Disability Discrimination Act 1992 (Cth)</u> ▪ <u>Disability Standards for Education 2005 (Cth), including Guidance Notes</u> ▪ <u>Australian Education Act 2013 (Cth)</u> ▪ CCC Disability Procedures ▪ CCC Anti-Discrimination Policy ▪ CCC Student Bullying Policy ▪ CCC Child Protection Policy ▪ CCC Student Code of Conduct ▪ CCC Employee Code of Conduct ▪ CCC Dispute Resolution Policy ▪ CCC Dispute Resolution Procedure ▪ CCC Privacy Policy

POLICY STATEMENT

The mission of Caloundra Christian College is 'To provide quality Christ-centred education, strong foundations for life and learning'. Each child at Caloundra Christian College is encouraged to develop the following values: Achievement, Respect, Identity, Service and Excellence. These are combined to form the acronym 'ARISE'.

The mission of this College, espouses the belief that all students have the right to access and participate fully in the programs offered by the College. The College offers a broad, balanced, and flexible curriculum that caters for each individual, and is designed to produce excellent outcomes, whilst focussing on developing positive, confident, caring life-long learners, with a passion for life, a love of learning and a desire to reach their full potential.

The clientele of this College, consists of a number of students with special educational needs for whom provision of effective education programs and related services are required. These students include:

- English as Second Language (ESL) students who have varying levels of English language competence and who are not in permanent residence
- Students with physical disabilities, but who are capable of accessing the buildings independently and do not require manual handling into cars and buses for curriculum access (the College is not equipped with cars and buses for wheelchair access)
- Students with learning difficulties
- Indigenous students
- Students with Intellectual Disability
- Students with Visual Impairment who are able to access the buildings and do not require Braille resources
- Students with Autistic Spectrum Disorder (ASD) who are able to access mainstream classes with some support, and who are willing to accept support within the Independent Learning Centre (ILC)
- Students with Hearing Impairments
- Students with Social/Emotional Disorders
- Students with Speech and Language Impairments

In some cases, students may have multiple special needs, or a combination of the above disabilities and factors.

Circumstances which impact upon the level of support for students with special educational needs include:

- The physical design and layout of the College
- Human resources available within the total College budget
- Material resources and facilities available within the College budget
- The level of funding available from external sources such as the Federal Government
- Cooperation and support of parents.

Procedures are clearly outlined, in supporting documentation, to determine the level of assistance for individual students with special educational needs.

DEFINITIONS

Students with special educational needs are those students who are limited because of a learning or emotional difficulty, disability or by their ethnic or cultural background.

This College is committed to identifying and eliminating the barriers which prevent students from participating in the regular class environment on a long-term basis and helping students to learn strategies to deal with disability when it is not possible to remediate.

In the short term, this College is working towards the recognition and acknowledgment of the different characteristics and circumstances of individual students, to ensure that appropriate responses are developed to cater for all educational implications of those differences.

LEGAL ISSUES

The Department of Education Queensland has documented a process for determining the eligibility of students with disabilities. The Educational Adjustment Program (EAP) provides a detailed basis for verifying and validating students with disabilities. The EAP procedure is completed for all eligible students upon arrival, and when requested for validation or review by Independent Schools Queensland.

Individual Education Plans (IEPs) are conducted by the College on a six-monthly basis, as required by the Department of Education. These documents are reviewed half yearly or more frequently if student's needs have altered. The review process relies on feedback from parents, students (if applicable), teaching, and/or counselling staff, along with special needs staff. The IEPs are signed by each stakeholder and kept in the student's file. Copies of the IEPs are then sent out to each stakeholder.

The Federal government has a funding model, based on the collection of data in the annual census figures. Currently, these children have an existing disability or an imputed disability that requires adjustments of a significant nature within a classroom setting. The associated program is Nationally Consistent Collection of Data (NCCD) for students with a disability. These students require adjustments to the curriculum, or the delivery of the curriculum, in order to achieve their full potential. Many of these students have Support Plans that are updated annually, and sent out to stakeholders.

These guidelines are used by funding authorities in relation to allocation of government funds in the area of special needs, and therefore impact upon the independent school sector.

The Queensland Curriculum and Assessment Authority (QCAA) states under Special Consideration, *'Exemption and Special Arrangements for Assessment, provides general information in relation to the types of special consideration and/or special arrangements which can be utilised for students with special needs.'* This College is aware of, and supports the considerations outlined by QSA.

AUTHORISATION

Principal: _____

Date: _____

POLICY CHANGES

DATE:	POLICY CHANGES
20 July 2017	Legislative references updated Policy updated to reflect current College practices