

Special Need Student Access Policy

Advance College is committed to providing support for students with special educational needs and in embracing inclusive principles, which allow students with a disability to access an equitable range of learning opportunities.

Aim

- To provide all students with learning opportunities and educational pathways based on their individual needs.
- To ensure that those students with special educational needs are provided with programs that are challenging and engaging and appropriate to their educational needs.
- To seek the full participation of students and their parents/guardians in the planning and evaluation of the goals and program
- To promote the ideals of inclusiveness for student with disabilities
- To continue to monitor and evaluate strategies and programs to ensure quality learning
- To ensure the Disabilities Standards are implemented.

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Copies of the Disability Standards for Education are available at

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Implementation

- All students with a Disability or Impairment are welcome at Advance College.
- A staff member will be assigned responsibility to coordinate the Disabilities program at Advance College, 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 appraisal process for Disability and Impairment 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.
- Student Support Groups, which usually involve parents/carers, school and other representatives, will be established for all eligible students to facilitate curriculum planning and resource provision.
- Student Support Groups 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, the use of support staff and external consultants, and the use of any additional resources required.
- All students on the Disabilities and Impairments program will have an *Individual Learning Plan*.
- Modifications to programs for students on the Disabilities and Impairments program may involve:

- Removing or modifying physical barriers to buildings;
 - Modifying programs and adapting curriculum delivery and assessment strategies;
 - Providing ongoing consultancy support or professional development and training for staff;
 - Specialised technology or computer software or equipment;
 - Provision of study notes or research materials in different formats;
 - Services such as sign language interpreters, visiting school teams or specialist support staff;
 - Additional personnel such as tutors or aides.
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- All Student Support Group meetings will be documented and available to all members.
 - Special arrangements will be made where necessary to enable students with Disabilities and Impairments to access senior secondary courses and the relevant examinations. Where necessary, resources will be sought to enable students to access courses, especially Later Years programs. This may include modifications to facilities, in consultation with the Department of Education and Training, provision of specialised equipment or modification to course requirements in consultation with the Victorian Curriculum and Assessment Authority (VCAA) where appropriate.
 - Communication with relevant consultants and support agencies will be undertaken on a needs basis.
 - All curriculum programs will be inclusive of all students.
 - Where external providers are used to deliver programs, we will ensure that their policies and procedures enable students to access the course and programs as per the Disabilities and Impairments guidelines.
 - Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.
- Each Program 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.

Associated Documents

Individual Learning Plan

Plan For Assistance