

Programs for Students with Disabilities

Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

Purpose

At Weeden Heights Primary School, our aim is to promote the inclusion of students with moderate to severe disabilities within our school. The school provides clear guidelines of how to support families of students with a disability, as well as assisting staff to formulate Individualised Learning Improvement Plans and provide students with the opportunities to achieve success. Weeden Heights will encourage an educational environment and curriculum that is inclusive and meaningful to all students.

1. Guidelines

Under Department of Education (DE) guidelines and current funding agreements, all government schools are eligible for support for students with moderate to severe disabilities, provided that the student meets the eligibility criteria under one of the following categories:

- Severe behaviour disorder
- Hearing impairment
- Intellectual disability
- Physical disability
- Visual impairment
- Severe language disorder with critical educational needs
- Autism Spectrum Disorder (ASD).

1.1 All of the categories above fall under the title of “Program for Students with Disabilities (PSD)” and a student’s level of funding support is rated using a scale from Level 1 to Level 5, with Level 5 being the high end of the scale

1.2 A PSD student’s funding level is directly related to providing the school with funding to employ and pay the salary of an Education Support Assistant to support the individualised learning needs of the student or to support services. The management of the Learning Assistant and their timetable allocations is to be managed by the school’s leadership

1.3 Each student who is eligible and granted PSD funding is required to have a documented Individual Education Plan (IEP) which is shared and preferably agreed upon in consultation with the student’s family. The duration of the IEP is generally for the period of one term, although in agreement with the family goals can go over a longer period of time

1.4 The family of each student who is eligible and granted PSD funding is required to be offered at least one Student Support Group (SSG) meeting per term, at which the school and the family

will discuss and assess the progress of the student against the goals outlined in their IEP. All parties attending the SSG are then required to sign and date the IEP, with a signed copy being provided to the family and a signed copy being kept in the student's file at the school

1.5 Agreement is sought through negotiation however, if a parent refuses to sign the IEP, the school will continue to ensure the students needs are being catered for by implementing the plan. Following this meeting, IEP goals for the next term should be formulated and agreed upon.

2. Implementation

If a teacher or family seek for a student to be assessed for their eligibility under the PSD, the following procedures apply:

1. The Principal is to be made aware of the concerns for the student's learning. Evidence based concerns are required for all cases and referrals are not to be made based on intuition
2. The Principal will then discuss the student's case with the relevant Student Support Service Liason Officer.
3. A referral will be then placed on the Student Online Cases System (SOCS) with the relevant supporting evidence and Student Support Service Officers (SSSO) will be allocated to the school depending on the requirements of the application: speech therapist, guidance officer, psychologist
4. If the SSSO co-ordinator and the Principal agree that there is sufficient data and evidence, the PSD coordinator will contact the family to discuss the student's learning needs
5. The Principal will seek the written authority of the family for the student to complete assessments and observations with the SSSO
6. The Principal will seek from the family copies of reports from external health professionals in regards to the student's particular learning needs
7. An assessment for eligibility will then be undertaken. The steps involved in each assessment vary dependent upon the particular learning needs of the student
8. Evidence and data is collected and reports are written by the SSSO's, with supporting documentation being provided by the classroom teacher and the PSD coordinator
9. If the student is deemed to meet the eligibility criteria, then a "PSD Funding Application" is led by the Principal
10. An Educational Needs Questionnaire (ENQ) is held to review and consent to all information being provided in support of the PSD funding application. In attendance at the ENQ must be the family (parent), PSD coordinator and a DET Authorised Representative
11. Relevant documentation will then be submitted by the PSD coordinator to the Resources Coordination Group (RSG) who are authorised by the DET in determining eligibility
12. RSG will then review the student's eligibility against set criteria and determine the level of funding under the PSD (on a scale of 1-5)
13. DET will then advise the school of the outcome of the application via the Program for Students with Disabilities Management System (PSDMS)
14. The school will then advise the family of the funding outcome and determine how the funding is to be utilised to support the individual student.

Policy Review and Approval

Policy last reviewed	2023
Consultation	Principal Staff Education Sub Committee and School Council Newsletter item to the school community Website
Approved by	Principal
Next scheduled review date	2027 <i>Mandatory review cycle for this policy is 3-4 years.</i>