RATIONALE:
Catholic schools have a responsibility to all students to ensure that they have adequate opportunities and encouragement to participate fully in education, regardless of their intellectual, physical, emotional, social or behavioural potential.

The Disability Standards for Education 2005 (hereafter known as ‘the Standards’) clarify the obligations of education and training providers and seek to ensure that students with a disability can access and participate in education on the same basis as other students.

AIMS:
● To submit an application for funding of personnel and equipment following the CEM guidelines.
● To provide facilities which cater for the individual needs of students.
● To provide learning activities to cater for the ability of the individual students.
● To ensure parents, teacher/s, Education Support Officers (ESOs) and outside agencies work collaboratively in organising an Personalised Learning Plan (PLP) for the student.
● To ensure parents, teachers, ESOs and outside agencies have regular Program Support Group Meetings (PSGs) to discuss student progress, short and long term goals and future direction.

IMPLEMENTATION:
● The Student Services Leader oversees the application for funding for children with a disability in conjunction with teachers, parents and outside agencies.
● The Principal and the Student Services Leader oversees the implementation of each student’s program, coordinating and timetabling the best use of the ESO time for the student.
● Each term the Student Services Leader coordinates regular Program Support Meetings (PSGs).
● The Student Services Leader provides support and information on each child as required to enable effective teaching and management, particularly around times of transition.
● The Student Services Leader, in conjunction with the Principal, attends, provides and directs staff in relevant professional learning related to students with disabilities or other additional needs.

EVALUATION: This policy will be reviewed as part of the school’s three year cycle.