STUDENTS WITH A DISABILITY

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| Purpose: | The purpose of this policy is to meet the educational needs of students with disabilities in a manner that complies with relevant anti-discrimination and accreditation legislation, and takes into account student learning needs while balancing the interests of all parties affected. |
| Scope: | This policy applies to employees, volunteers, parents/carers and students and outlines the procedures for identifying and enrolling students with disabilities and the process undertaken to develop individual education programs for students so identified. |
| Status: | Approved | **Supersedes**: Nil |
| Authorised by: | Board Chair | **Date of Authorisation**: 28/10/2019 |
| References: | [*Disability Discrimination Act 1992 (Cth)*](http://www.comlaw.gov.au/Details/C2004A04426)[*Disability Standards for Education 2005 (Cth)*](http://www.deewr.gov.au/schooling/programs/pages/disabilitystandardsforeducation.aspx)[*Anti-Discrimination Act 1991 (Qld)*](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf)[*Education (Accreditation of Non-State Schools) Act 2017 (Qld)*](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducAccNSSA01.pdf)[*Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)*](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducAccNSSR01.pdf)  |
| Review Date: | Annually | **Next Review Date**: 28/10/2020 |
| Framework Owner: | School Governing Body |

## Definitions

*Disability*, in relation to a person, means:

* total or partial loss of the person’s bodily or mental functions; or
* total or partial loss of a part of the body; or
* the presence in the body of organisms causing disease or illness; or
* the presence in the body of organisms capable of causing disease or illness; or
* the malfunction, malformation, or disfigurement of a part of the person’s body; or
* a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
* a disorder, illness or disease that affects a person’s thought processes, perception or reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
	+ presently exists; or
	+ previously existed but no longer exists; or
	+ may exist in the future (including because of a genetic predisposition to that disability); or
	+ is imputed to a person

To avoid doubt, a *disability* that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability (*Disability Discrimination Act 1992, Cth*).

## Policy statement

The BUSY School values the diversity of all students including those with special educational needs and recognises the right of all students to equitable access to the curriculum.

The BUSY School will assist the full participation of students with disabilities by:

* valuing all students as individuals and identifying and responding to their needs;
* consulting with the students and parents to make well-informed decisions about the education program to be developed for each student with a disability(ies) – the Educational Support Plan;
* identifying and addressing barriers that limit students’ opportunities, participation and benefits from schooling;
* providing an appropriate level of resources within available funds in order to reasonably accommodate the needs of students with disabilities;
* making reasonable adjustments in modifying, substituting or supplementing curricula, course work requirements, timetables, teaching methods and materials, and assessment procedures to meet the needs of students with disabilities;
* facilitating options and pathways for students with disabilities;
* providing physical environments that are accessible, stimulating, safe and welcoming;
* devising fair and transparent enrolment procedures for all students, including those with disabilities;
* respecting the rights of people with disabilities to privacy and confidentiality;
* fostering and encouraging among staff and students, positive, informed and unprejudiced attitudes towards people with disabilities; and
* supporting and assisting students to make alternative satisfactory educational arrangements when the School is unable to meet their needs.

The Educational Support Plan will be reviewed at the end of each semester and at this time parents/guardians will be requested to meet with the Principal to discuss the progress of their child.

## Processes

The BUSY School provides educational programs, which cater for the individual learning needs of students. Where enrolment applications are received from students with disabilities, the following processes will apply:

The School will take into account the individual support needs of the applicant and the capacity of the School to provide an appropriate educational program for the student. In particular, the School will assess the level of special services or facilities and the learning support required under the Commonwealth Government's Disability Standards for Education 2005 and the Queensland Government's cross-sectoral Education Adjustment Program.

The Education Adjustment Program (EAP) is the process for identifying and responding to the educational needs of a student with a disability. Adjustments are made by teachers to enable a student with a disability to access the curriculum, achieve curriculum outcomes and participate in school life.

The EAP Process has three elements: Verification; Profile; Validation.

Verification is the process of confirming that a student’s identified impairment and the associated activity limitations and participation restrictions require significant education adjustments. Disabilities are considered under the categories of: hearing impairment, physical impairment, vision impairment, autism spectrum disorder, intellectual impairment, speech-language impairment and social emotional disorder.

The profile records the frequency of education adjustments made for students with disabilities to access curriculum, achieve outcomes and participate in the life of the school.

Validation is part of the quality assurance process for EAP and is completed by verifiers during the review process. It ensures the reliability of profiles by requiring schools to provide evidence of relevant curriculum adjustment.

Upon the student’s admission to enrolment, the School:

1. uses Independent Schools Queensland's processes for verifying disability and determining individual support requirements according to the Education Adjustment Program;
2. makes application for funding support;
3. seeks support from district learning support personnel;
4. undertakes to involve the parents/carers in developing appropriate support mechanisms;
5. devises and implements an Individual Education Program as appropriate;
6. reviews on an annual basis the student’s achievement in the Individual Education Program or other programs and the degree to which support services continue to be appropriate.

Educational support staff at the School will liaise with all teachers of students with disabilities to ensure that they are as fully integrated as possible into mainstream classes and to ensure support is delivered in a non-discriminatory manner compliant with relevant anti-discrimination legislation.

Should a student appear to develop signs of a disability subsequent to enrolment, the matter is referred to the School's educational support staff who then work with parents and relevant specialists to determine the student's needs, level of inclusion in the Education Adjustment Program and additional support that may be required.