



For the Whole of Their Life

## Enrolling Students - Policy

### AIM

To provide information concerning the identification and support provisions for students/children with Special Needs (Disabilities).

### POLICY

Students/children with Special Needs (Disabilities) are identified and supported in St Philip's Christian College DALE according to the understandings and procedures outlined in this policy. All enrolments are considered on a case-by-case basis, taking into consideration each student's educational, social and emotional needs and their ability to successfully integrate into the SPCC DALE environment.

SPCC DALE's Enrolling Students Policy supports the enrolment of students with disability under the **Disability Discrimination Act 1992** (the DDA) and the **Disability Standards for Education 2005** (the Standards).

### DEFINITIONS

Students/children who attend SPCC DALE must provide documentary evidence, completed by a person with relevant qualifications that shows they have a diagnosis meeting the criteria listed below for disability status in the areas of cognitive, mental health and/or Autism. They are referred to as students/children with a Disability in this Policy.

CATEGORIES OF DISABILITIES	RELEVANT DOCUMENTATION TO BE PROVIDED
Cognitive (Intellectual)	<ol style="list-style-type: none"><li>1. Full scale score of 75 or less on a standardised and fall within the Mild Intellectual range</li><li>2. Assessment of adaptive skills or as detailed on psychologist report</li><li>3. Student achievement against curriculum.</li></ol>
Mental Health (Social/Emotional)	<ol style="list-style-type: none"><li>1. Diagnosis and description of behaviour that is characteristic of mental health problems as listed in the DSM-V in the area of anxiety, depression and post-traumatic stress disorder.</li><li>2. Description of frequency, duration and intensity of the behaviour in the home, school &amp; community to a level that seriously affects educational functioning and emotional wellbeing</li><li>3. Documented evidence of ongoing, individual intervention by a mental health Practitioner or school councillor Description of the impact on the student's education and a list of strategies to address the student's needs at school.</li></ol>
Autism Spectrum Disorder	<ol style="list-style-type: none"><li>1. Diagnosis and nature of the student's disorder as listed in DSM-V at level 1 or 2.</li><li>2. Documented evidence of developmental disability affecting verbal/non-verbal communication and social interaction</li><li>3. Functional assessment as detailed on psychologist report</li><li>4. Description of the impact on the student's education and a list of strategies to address the student's needs at school.</li></ol>

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## KEY ISSUES

Equity for students/children with special needs (disabilities) will be achieved by considering the following six key issues:

- Acceptance of the right of students/children to have access to and to participate in an educational program;
- A broad range of program options and curriculum practices that respond to identified learning needs and which are achieved through the development and delivery of inclusive curriculum offerings ;
- A group of participants who are skilled, empowered and are assessed to be compatible with structures and expectations of the school;
- Statements of roles and responsibilities, clear communication pathways and processes for collaborative decision making for all involved;
- Effective provision and utilisation of human and material resources through the use of efficient management practices;
- Ongoing review and evaluation of educational/developmental programs and outcomes for students/children with special needs (disabilities); and
- Each of these issues are systematically addressed in the Individual Plan for students/children.

## PRINCIPLES

In making provision for students/children with special needs (disabilities), SPCC DALE:

- Is accountable for equitable educational provisions that ensure opportunities for optimal outcomes for students/children;
- Recognises and acknowledges the different characteristics and circumstances of the entire range of students/children in SPCC DALE has a responsibility to cater for the educational implications of student/children's differences;
- Is committed to supporting inclusive curricula through an array of educational options and a flexible and efficient use of resources to support these educational options;
- Supports the use of collaborative processes to develop and implement documented curricula for students/children with special needs (disabilities);
- Will provide staff with opportunities to develop an awareness of and an ability to gain access to information and programs to meet the needs of all students/children;
- Recognises that parents and primary carers and students/children have the right to be involved in educational decision making and to contribute to the effectiveness of the process;
- Requires that documented Individual Plans incorporate procedures for ongoing review and evaluation;
- Will liaise at all levels with other government and non-government agencies to raise community awareness of the issues concerning disability and will promote effective and efficient delivery of services; and
- Will continue to provide support for students/children with special needs (disabilities) to the end of their schooling.

## PROCEDURES

### Identification

1. When identifying students/children with Special Needs (Disabilities), the enrolment process seeks permission from parents to access relevant medical/educational documents, during the enrolment process and as appropriate thereafter.
2. Prior to an offer of enrolment, the Principal will conduct an enrolment process as per the Enrolment Procedure – Enrolling students/children with Special Needs (Disabilities).

### Support Procedures

3. The Head of Campus will coordinate and be involved in delivery of services on behalf of students/children with Special Needs (Disabilities).
  - Each student/child is required to have an Individual Plan (IP);
  - The Head of Campus and staff will plan the IP collaboratively in consultation with parents, students and others, including medical, psychological and allied health professionals, as appropriate;
  - Programs for students/children will be formally reviewed on an ongoing basis;
  - A formal review process will take place in Term 2 or 3 each year; and

- For accountability and census purposes it is important that schools identify all eligible students / children with a disability.

All students who meet the enrolment criteria are welcome to apply to attend SPCC DALE. We understand that this is a timely process and we work efficiently to move through the process as quickly as possible.

To ensure all of our families, partner schools and external communities have the correct understanding of our order of precedence please see below the following order:

1. Siblings – siblings of students enrolled at any campus of SPCC DALE
2. St Philip's Christian College students – students from other SPCC colleges
3. Siblings – siblings enrolled at any St Philip's Christian College
4. External Applicants – applicants from the community, online enquiries and so on

If a position is not available at the school upon enrolment all applicants will be encouraged to continue to proceed through the process and will be placed on a waiting list. Once a position becomes available the applicant will be contacted and the final enrolment interview booked.

## ROLES AND RESPONSIBILITIES

The responsibility for achieving the policy goals for the education of students/children with special needs (disabilities) is shared by a partnership of SPCC DALE, parents and the community.

## ST PHILIP'S CHRISTIAN COLLEGE DALE

The role of St Philip's Christian College DALE is to provide, within a framework of fair and equitable practices and an organisational structure that supports students/children with special needs (disabilities) and considers the needs of all students/children through:

- Participative development and review of the SPCC DALE planning and accountability;
- Deployment of resources to address the needs of all students/children;
- Identification and planning for provision and allocation of resources;
- Development and review of appropriate curricula that are responsive to the needs of students/children;
- Provision of needs-based professional development activities for all staff;
- Monitoring and supporting effective learning and teaching;
- Participation and involvement of parents/carers;
- Participation and involvement of the community; and
- Management of the school budget to ensure it considers those needs of students/children with special needs (disabilities).

## PARENTS AND COMMUNITY

Parents and the community are encouraged to work collaboratively to achieve fair and equitable practices by:

- Participating in needs identification and action planning;
- Contributing to students/children learning;
- Enhancing partnerships between SPCC DALE and the child's medical, psychological and allied health professionals;
- Participating in decision making;
- Advocating for students/children with special needs (disabilities); and
- Participating in the planning and evaluation of individual student programs.

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