

Vermont Primary School and Kindergarten

Program for Students with Disabilities Policy



VERMONT
PRIMARY
SCHOOL

Learning For Our Future

Rationale

The Program for Students with Disabilities is a targeted supplementary funding program for Victorian government schools. It provides resources to schools for a defined population of students with disabilities, with moderate to severe needs. Under the program, resources are provided directly to Victorian government schools to support the provision of school-based educational programs for eligible students with disabilities.

Program for Students with Disabilities resources assist schools to meet their obligations under the Disability Discrimination Act 1992; they do not define or limit the support provided by a school for a student with a disability.

AIMS

The Program for Students with Disabilities provides supplementary resources to support schools achieve three broad objectives for students with disabilities:

- Student learning - Support and improve the learning of students.
- Student engagement and wellbeing - Support the access and participation of students in an inclusive schooling system.
- Student pathways and transitions - Support transitions for students, into, through and post school.

GUIDELINES

The Program for Students with Disabilities provides resources for students with moderate to high needs, who meet the eligibility criteria under one of the following categories:

- Physical disability
- Visual impairments
- Hearing impairments
- Severe behaviour disorder
- Intellectual disability
- Autism Spectrum Disorder
- Severe language disorder with critical educational needs

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.

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. The management of the Learning Assistant and their timetable allocations is to be managed by the school’s leadership.

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

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 ILP. All parties attending the SSG are then required to sign and date the ILIP, with a signed copy being provided to the family and a signed copy being kept on the student's file at the school.

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

IMPLEMENTATION:

Eligibility of students for the PSD

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

1. The Assistant Principal and Principal are 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 Assistant Principal will then discuss the student's case with the relevant Student Support Service Officers (SSSO's) being: Educational Psychologist, Speech Pathologist, Student Social and Welfare Officer. These SSSO's are allocated to the school by the DET and work collaboratively with the school.
3. If the SSSO and the Assistant Principal agree that there is sufficient data and evidence, the Assistant Principal will contact the family to discuss the student's learning needs.
4. The Assistant Principal will seek the written authority of the family for the student receive the support of the SSSO's in determining particular learning needs.
5. The Assistant Principal will seek from the family copies of reports from external health professionals in regards to the student's particular learning needs.
6. An assessment for eligibility will then be undertaken. The steps involved in each assessment vary dependent upon the particular learning needs of the student.
7. Evidence and data is collected and reports are written by the SSO's, with supporting documentation being provided by the classroom teacher and the Assistant Principal.
8. If the student is deemed to meet the eligibility criteria, then a "PSD Funding Application" is led by the Assistant Principal.
9. 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), Assistant Principal and a DET Authorised Representative.
10. Relevant documentation will then be submitted by the Assistant Principal to the "Resources Coordination Group (RSG)" who are authorised by the DET in determining eligibility.
11. 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).
12. DET will then advise the school of the outcome of the application.
13. 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.

Duration of PSD Funding

Once a student has been granted PSD funding, the funding level remains with the student for the entirety of their primary schooling, unless otherwise specifically mentioned as a condition of the student's PSD funding. During Year 6, the school is required to undertake a "Year 6-Year 7 Review" on behalf of the student, which determines the level of eligibility for PSD funding at secondary school level.

Individualised Learning Improvement Plans

All students on the PSD require a documented Individualised Learning Plan (ILIP) as a condition of their PSD funding. An ILIP is a document which specifically details the following:

1. Individual Learning Improvement Goals for the student
2. Teaching strategies to be implemented to support the student
3. Outcome Goals and the duration of the ILIP
4. Evaluation of the student's progress against the ILIP

Student Support Group Meetings

A Student Support Group (SSG) Meeting is a meeting held for those people who are involved in supporting the student to achieve the goals detailed in their ILIP. An SSG meeting can involve but is not limited to the following:

- Family (parents or guardians)
- Classroom teacher
- Assistant Principal
- Learning Assistant (Integration Aide)
- SSSO's or other educational support staff
- External health professionals (eg: occupational therapists, physiotherapists)

At the SSG the school and the family openly and transparently assess the progress of the student in relation to their ILIP goals.

Throughout the term the parents of the PSD funded student and the classroom teacher will often communicate or meet in person to discuss the student's learning. These are not considered to be SSG meetings and are referred to as "parent meetings".

RELATED LEGISLATION

Program for Students with Disabilities DET Guidelines

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>

Students with Disabilities Handbook and DET Schedule

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>

RELATED POLICIES and PROCEDURES

- *Inclusion and Diversity Policy*
- *Student Engagement and Wellbeing Policy*
- *Private Therapist Practise Procedures*
- *Child Safety Policy*
- *Duty of Care Policy*

POLICY EVALUATION:

Evaluation will be conducted every three years by School Council in accordance with DET Guidelines.