

# POLICY: DISABILITY AND ADDITIONAL NEEDS

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## 1 Rationale

St Michael's follows the guiding principles of the Catholic Education Parramatta Diocese (CEDP) Enrolment procedures. These guidelines are consistent with our commitment to the integration of faith and life, treating diversity as the norm, and the inherent dignity of all students.

St Michael's ensures that enrolment complies with the Education Act, NSW 1990 Disability Discrimination Act, (Cth) and the 1992 Disability Standards for Education 2005

## 2 Aim

St Michael's aims to:

- 2.1 Welcome students with additional needs and their families;
- 2.2 Engage in sincere dialogue with parents/carers through and beyond the enrolment process;
- 2.3 Provide appropriate educational opportunities and support for students with additional needs;
- 2.4 Evaluate our existing staffing, facilities and support to determine whether we may provide the services necessary to accommodate additional needs according to each particular set of circumstances.

St Michael's also recognises that in some instances a school placement may not be available or be in the best interests of the student. The Principal, together with Head Student Services Learning (HSSL), may seek a way forward by working with the family, if the family would like assistance.

## 3 Implementation

3.1 Enrolment of students with additional needs:

- a) All students at the school are interviewed in the year prior to enrolment. Students identified with special needs may be invited to a second interview with the Principal and the Learning Support Teacher at the school to discuss implementation of special needs programs prior to their commencement at the school.
- b) Once the school has evaluated whether the prospective student meets the general enrolment criteria in CEDP Enrolment Policy, Enrolment Procedures and Enrolment Guidelines the additional needs and the school's capacity to meet them is evaluated.
- c) Additional needs are varied and sometimes complex to identify and evaluate. Close partnership with parents is important to support the prospective student in finding what may be in their best interests.

3.2 Pathways - Depending on the support needs identified at both school and system level, the Principal should proceed with Pathway 1, 2 or 3.

- a) Pathway 1: Student is enrolled. After determination that the student's needs can be met within existing school resources the student is enrolled.
- b) Pathway 2: Student is enrolled. The school may require support from Student Services to assist with determining level of need and resource implications to meet those needs. The student is enrolled and the school works with Student Services to support the transition.
- c) Pathway 3: Referral to director performance for decision. For a very small number of students the system may have insufficient resources to meet their additional needs. In those circumstances, if enrolling the student may pose an unjustifiable hardship on the system the HSSL evaluates the student's needs with the Principal and Student Services, then decides whether enrolment may be offered.

### 3.3 Facilities offered at the school:

- a) Learning Support Teachers
- b) Learning support programme
- c) Reading Recovery Teacher
- d) Reading recover programme
- e) Teachers' Aides
- f) Disability toilets
- g) Disability parking space
- h) Lifts to all two storey buildings
- i) Access ramps

## 4 Evaluation

The policy will be evaluated on an annual basis.