Students with special needs

The School and community context

Christ Church Grammar School is an open entry school and as a consequence has an eclectic mix of students with regard to ability. All boys are assessed at point of entry to determine what is appropriate with regard to their educational needs. This assessment is broad-based and it reflects the nature of educational institutions as they currently exist. As would be anticipated, some boys fall within the category of what is generally described as Special Needs.

Disability Standards for Education Act (2005)

The Disability Standards for Education (the Education Standards) were formulated by the Attorney-General under the Disability Discrimination Act 1992 (DDA) and was amended in August 2009 under the Disability Discrimination and other Human Rights Legislation Amendment Act, 2009.

The Education Standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Education Standards do this by providing clarity and specificity for education and training providers and for students with disability.

The Education Standards set out a process to be followed, to ensure that students with disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students.

Preamble

This policy outlines processes and protocols as appropriate for those boys who require special consideration to participate in school programmes as a consequence of their special needs PP – Year 12. This policy specifically relates to the continuum of boys who require the support of the Peter Moyes Centres (PMC) and the Learning Development Centres (LDC) in both the Preparatory and Senior Schools and speaks particularly to those centres and their associated services and resource provision for the relevant students.

Objectives of this policy

To optimise learning and progress for all students accessing the PMC or LDC across the School.
Criteria for student eligibility for Special Needs resourcing

Special Needs resourcing is allocated to students with professionally diagnosed disabilities/disorders who require moderate to significant adjustments to their educational programme as per a Special Needs Assessment Summary. Students who are eligible for Special Needs Resourcing require:

- Verification of diagnosis
- Special Needs Profile
- Needs Assessment Summary (NAS)/Curriculum Differentiation Plan (CDP)

Verification of diagnosis

The School Psychologists verifies the student’s disability as outlined in the DSM-V or ICD-10. A disability is verified from reports from specialists and assessments that confirm disability.

Special Needs Profile (SNP)

A student is considered eligible/ineligible for Special Needs Resourcing based on the following documentation:

- Evidence during the enrolment process or documentation from previous schools (for students from interstate or changing schools).
- Report or letter from specialist confirming diagnosis, psychometric testing, any standardised test scores, adaptive behaviour assessments.
- The documents of students with a sensori-neural hearing loss or vision impairment may come from a range of sources – these are to be substantiated by the School Psychologists.
- Students with intellectual impairment, emotional/behavioural disorders (as defined by the DSM-V or ICD-10 criteria) are to have the diagnosis verified and approved by the School Psychologists.
- Students with specific disabilities e.g., physical, Autism Spectrum Disorder (ASD), specific learning disorders will have diagnosis substantiated by the School Psychologists.
- The Needs Assessment Summary (NAS)/Curriculum Differentiation Plan (CDP).

The Needs Assessment Summary (NAS) and Curriculum Differentiation Plan (CDP).

The NAS evaluates and provides an explicit summary of a student’s need across a number of domains that include the curriculum, behaviour, social, communication, self-care, safety and adaptive functioning, and the level of support required for the student to access and participate effectively in the school’s programmes. The NAS is used to inform the CDP, which outlines specific learning targets and objectives that the student will be working towards achieving throughout the year. Not all students who have a SNP are eligible for special needs resourcing. The resourcing is allocated according to needs.

Student placement criteria for the PMC/LDC

At the appropriate time in the preceding year or at the commencement of each school year, a needs assessment is carried out with all students that have been diagnosed with a disability to ensure appropriate placement and resourcing is provided within Christ Church. This assessment is carried out by the School’s Educational Psychologists, with the support and input of associated Learning Needs staff and consideration of parental input.
Allocation of human and physical resources across the School (PP - Year 12) is determined on the basis of the needs of the students at the time, which will vary from year to year. Consequently, Educational Assistants (EAs) are seen as School EAs, rather than Senior School or Preparatory School EAs.

Decisions as to where students are placed in the PMC/LDC continuum and their access to mainstream classes are based on the outcome of their NAS, CDP and availability of resources.

The placement of students with special needs (mainstream/LDC/PMC) is made by the Director of Studies in the Senior School and the Head of the Preparatory School following due consultation with appropriate staff including School Psychologists, PMC/LDC Coordinators and with measured regard of parent input.

CDP’s provide explicit teaching instructions for skill development. LDC/PMC staff liaise and collaborate with mainstream classroom teachers to outline the skills for development. The CDP outline baseline data, specify the target skills for development, the resources required to promote skill development, and assessment criteria. The CDP are reviewed at the end of each term by the Director of Studies/Head of Preparatory School and School Psychologists, and Coordinators PMC/LDC as appropriate, at which time goals and objectives for the particular student are agreed.

School (PP - Year 6)

Boys entering the Preparatory School at PP – Year 6 are placed in the PMC, the LDC or the mainstream as follows:

**PMC**

- A student is categorised PMC and consequently will access PMC support when he is unable to access mainstream curriculum based on physical, behavioural, intellectual and/or social-emotional needs. Some students are placed in the PMC when being in a mainstream class is likely to cause unjustifiable hardship to them, and/or compromises the learning of other students. Where students are assessed as benefiting from, and having the ability to cope with and develop subject-specific skills, they will be considered for inclusion in certain classes. Within the PMC, boys follow a CDP where the primary focus is on the development of their numeracy, literacy and social-emotional skills. When boys access classes outside of the PMC they may be accompanied by an EA, depending on the level of support required. The appropriate Learning Needs staff of the PMC liaise and collaborate with teachers to differentiate the programmes for the boys who are designated PMC.

**LDC**

- A student is categorised LDC when he can engage with mainstream age-appropriate curriculum in a Preparatory School class of approximately 25 students, with assistance, via withdrawal to the LDC. The appropriate Learning Needs staff of the LDC will liaise and collaborate with teachers to differentiate the programmes within their respective classes for the boys who are designated LDC and who are following a CDP.

**Mainstream**

- A student is categorised mainstream if they can engage with mainstream age-appropriate curriculum in a Preparatory School class of approximately 25 students.

Individual class teachers within the Preparatory School receive professional support and direction with regard to differentiation associated with PMC/LDC students via the appropriate Learning Needs staff (PMC/LDC).
Senior School (Years 7 - 12)

Boys entering the Senior School at Years 7 - 12 are placed in the PMC, the LDC or the mainstream as follows:

**PMC**
- A student is categorised PMC and consequently will access PMC support when he is unable to access mainstream curriculum based on physical, behavioural, intellectual and/or social-emotional needs. Some students are placed in the PMC when being in a mainstream class it is likely to cause unjustifiable hardship to them, and/or compromises the learning of other students. Where students are assessed as benefiting from, and having the ability to cope with and develop subject-specific skills, they will be considered for inclusion in certain classes. Within the PMC, boys follow a CDP where the primary focus is on the development of their numeracy, literacy and social-emotional skills. When boys access classes outside of the PMC they may be accompanied by an EA, depending on the level of support required. The appropriate Learning Needs staff of the PMC will liaise and collaborate with teachers to differentiate programmes for the boys who are designated PMC.

**LDC**
- A student is categorised LDC when he can engage with mainstream age-appropriate curriculum in a Senior School class of approximately 25 students with assistance via withdrawal to the LDC in Year 7 and 8 (as a substitute for Language study). The appropriate Learning Needs staff of the LDC will liaise and collaborate with teachers to differentiate the programmes within their respective classes for the boys who are designated LDC.

**Mainstream**
- A student is categorised mainstream if they can engage with mainstream age-appropriate curriculum in a Senior School class of approximately 25 students or a modified curriculum in support classes.

**Whole School**

Co-curricular activities, sport, interschool competitions, camps and excursions

The Christ Church student is expected to participate in all programs offered by the school. There may be occasions where a student is unable to access particular programs with their peers by nature of their specific disability, whether it be medical, psychological, developmental or physical. The Director of Studies Senior School, Head of Preparatory School in consultation with the relevant specialist staff and parents, will arrange for an alternative program to be provided for the student. The only time the School will reserve the right to recommend a student not to participate in any non-academic program offered by the school, is if the student's participation is likely to breach a Duty of Care, placing himself or others at risk and there is substantial evidence to support that including the student will cause them, and/or other students unjustifiable hardship and/or significantly compromise the learning opportunities of other students.

Christ Church Grammar School owes a duty of care to the school community to take reasonable care to protect members of that community against risks or injury, which are reasonably foreseeable. This duty extends to taking reasonable care to prevent a student from injuring him or injuring others or damaging property. In order to meet this duty, school staff may be required to consider not including a student for a particular program. In some instances, where the risk of serious injury to others is imminent, staff may be required to physically restrain students.

N.B. When students require educational assistant support to engage with voluntary activities offered by the School then cost of that assistant is born directly by the parent.
Addenda

De-escalation/Physical Restraint Policy and Procedures

The use of de-escalation/physical restraint as a behaviour management technique will be utilised only with extreme caution in emergency situations, after other less intrusive alternatives have been unsuccessful. In the event that physical restraint is required to protect the safety of students and staff, Christ Church Grammar School has enacted the following policy and procedures to ensure the proper use of restraint to prevent or minimise any harm to the student as a result of the use of restraint.

When restraint is likely to be initiated:

The use of physical restraint will be most suitably initiated in the following circumstances:

- **The student’s behaviour poses an imminent threat to seriously cause physical harm to another student and/or member of staff.**

  Christ Church Grammar School’s duty of care towards its staff and students means that staff have an obligation to take positive action in situations where a student’s behaviour threatens the safety of other persons. The level of intervention will range from verbally directing the student(s) to stop, through to physical restraint of one or more of the students involved. If physical restraint is considered necessary, it must be reasonable in the circumstances and staff must not put themselves at risk of injury.

- **Behaviour by a student that may lead to self-harm or injury**

  Christ Church Grammar School’s duty of care towards its students means that staff are compelled to act in situations where a student’s actions may cause the student harm or injury. It may be the case that a student’s actions occur as a result of both voluntary and involuntary behaviour.

- **Behavioural intervention and modification plans have been unsuccessful**

  Christ Church Grammar School’s duty of care towards its students and staff means that all possible actions will be taken to ensure that an appropriate management plan is development for either voluntary or involuntary behaviours that are likely to cause serious injury to the school community. In the event that the behaviour modification plan or de-escalation plan is unsuccessful, due to unforeseeable reasons, then physical restraint will be initiated where a threat to others is imminent.