

Special Needs Policy

Policy Statement

The mission of Caloundra Christian College is "To provide quality Christ-centred education, strong foundations for life and learning". Each child at Caloundra Christian College is encouraged to develop the following values: Achievement, Respect and Relationship, Identity, Service and Excellence. These are combined to form the acronym 'ARISE'.

The mission of this College espouses the belief that all students have the right to access and participate fully in the program offered by the College. The College offers a broad, balanced and flexible curriculum which caters for each individual and is designed to produce excellent outcomes and a focus on developing positive, confident, caring life-long learners, with a passion for life, love of learning and a desire to reach their full potential.

The clientele of this College consists of a number of students with special educational needs for who provision of effective education programs and related services are required.

These students include:

- ESL (English as Second Language) students who have varying levels of English language competence
- Students with physical disabilities who are capable of accessing the buildings independently and do not require toileting or manual handling into cars and buses for curriculum access (the College is not equipped with cars and buses for wheelchair access)
- Students with learning difficulties
- Indigenous students
- Students with intellectual impairment
- Students with visual impairment who are able to access the buildings and do not require Braille resources
- Students with Autistic Spectrum Disorder who are able to access mainstream classes with some support and who are willing to accept support within the Independent Learning Centre
- Students with hearing impairments
- Students with social/emotional disorders
- Students with speech and language impairments

In some cases, students may have multiple special needs through a combination of the above disabilities and factors.

Circumstances which impact upon the level of support for students with special educational needs include:

- The physical design and layout of the College
- Human resources available within the total College budget
- Material resources and facilities available within the College budget
- Level of funding available from external sources such as the Federal Government
- Cooperation and support of parents

For some students the College may be unable to offer the high levels of support, which may lead to academic success. Parents of such students may still wish to have their child at this school, in this

environment, to foster their social and emotional development without the expectation of academic success. In such cases, the parent/s will be required to record their expectation in writing on acceptance of enrolment.

Procedures are clearly outlined in supportive documents to determine the level of support for individual students with special educational needs.

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 of 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).

This College is committed to identifying and eliminating the barriers which prevent students from participating on a long-term basis or helping students to learn strategies to deal with disability when it is not possible to remediate.

In the short term, this College is working towards the recognition and acknowledgment of the different characteristics and circumstances of individual students to ensure that appropriate responses are developed to cater for all educational implications of those differences.

Legal Issues

The following legislation in Queensland supports the needs of all students.

- The Education (General Provisions) Act 1989
- The Commonwealth Disability Discrimination Act 1992
- The Queensland Anti-Discrimination Act 1991
This Act prohibits direct and indirect discrimination in areas, which are particularly relevant to people with disabilities, including education.
- The Queensland Disability Services Act 1992
This Act affirms that Queenslanders with disabilities have the same basic rights as members of society and will be empowered to exercise their rights.
- Freedom of Information Act 1992
This legislation confers a legally enforceable right of access to documents in the possession of Ministers, Departments and most statutory authorities, and establishes a right to seek the correction of incorrect personal records.

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Last Review: June 2013

Last Update: June 2013

Next Review: June 2014

The Department of Education Queensland has documented a process for determining the eligibility of students with disabilities. The EAP (Educational Adjustment Program) provides a detailed basis for verifying and validating students with disabilities. The EAP procedure is completed for all eligible students upon arrival and when requested for validation or review by parents or Independent Schools Queensland.

IEPs (Individual Education Plans) are conducted by the school on a six monthly basis as required by the Department of Education. These documents are reviewed half yearly or more frequently if student's needs have altered. The review process relies on feedback from parents, students (if applicable), teaching and or counselling staff along with special needs staff. The IEPs are signed by each stakeholder and kept in the student's file. Copies of the IEPs are then sent out to each stakeholder.

The EAP process is used by funding authorities in relation to the allocation of Government funds in the area of special needs, and therefore will impact upon the independent school sector.

The Queensland Studies Authority (QSA) in its statement - Special Consideration: Exemption and Special Arrangements for Assessment, provides general information in relation to the types of special consideration and/or special arrangements which can be utilised for students with special needs. This College is aware of, and supports the considerations outlined by QSA.