



RISSALAH COLLEGE

STUDENTS WITH SPECIAL NEEDS

POLICY AND PROCEDURES DOCUMENTS 2017

Policy Review

This Policy was approved on 1st March 2017 and will be reviewed at least every two years. The next due date for review is therefore 1st March 2019. Where any material change is deemed appropriate to be made to this Policy, it may be amended and submitted for review and approval at an earlier date.

Purpose:

To provide students with the opportunity to be integrated into the school setting.

To assist them in reaching their full potential academically, socially, physically and emotionally.

To provide them with the appropriate support.

Guidelines:

Students with disabilities

Specific needs of the student will be established and applications will be made for additional support for the eligible students.

Program Support Group meetings will be held regularly to monitor and assess each student's progress.

Program Support groups are to include: The Deputy Principal, Classroom Teacher and Parent and/or Guardians

It is the group's responsibility to establish both long term and short term goals for the student within an individual learning plan.

The classroom planning is the responsibility of the classroom teacher and is implemented by the teacher and aide with parental cooperation.

Resources, human and physical, will be assigned to integrated children on a needs basis.

Students with learning difficulties

Students who are struggling academically in class are referred to the Special Education teacher who assesses the student to determine what type of learning support he or she requires. If the student has a reading difficulty, the student is placed on the MULTILIT Reading Tutor program. The Special Education teacher can also refer the student to the Numeracy Support Teacher and the Literacy Support Teacher if required. The Special Education teacher and the Literacy and Numeracy Support teachers will liaise with the classroom teacher to ensure the students' learning needs are met. These teachers will also

meet regularly with the Deputy Principal to discuss the progress of students with special needs, to ensure they are progressing appropriately and are obtaining the help they need.

The Special Education teacher also assesses new enrolments for Years 1 to 6, to determine whether they need learning support. During the second half of the year, the Special Education teacher also assesses all Kindergarten students in reading, to identify any students who may have reading difficulties. This enables the implementation of early intervention programs.

If a teacher notices a student displaying behaviours that may indicate higher support needs (e.g. autistic behaviour or severe developmental delay), he or she would refer the matter to the Deputy Principal. The Deputy Principal may ask the parents to have the child psychometrically tested, or ask the AIS Special Education Consultant to observe the child and make a recommendation on what support the child needs and who is best able to provide that support.