



**HELENA RIVER  
STEINER SCHOOL**

# Disability and Enrolment Policy

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## 1 INTRODUCTION

Helena River Steiner School aligns itself with the objectives of the Disability Discrimination Act 1992 (DDA), aiming to be a school of inclusive practice.

The **objectives** of the DDA in section 3 are:

- to eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
- work, accommodation, education, access to premises, clubs and sport; and
  - the provision of goods, facilities, services and land;
  - existing laws;
  - the administration of Commonwealth laws and programmes; and
- to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community;
- to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

## 2 SCOPE AND APPLICATION

### 2.1 What is a Disability and who does the DDA Protect?

The DDA definition of disability in section 4 is very wide and will include people with learning, intellectual, physical and sensory disabilities, genetic conditions, mental and physical illnesses and people with AIDS, HIV and ADHD.

It also covers carers and associates of people with disabilities who may experience some form of discrimination as a result of their support role to a person with a disability, or who may have a disability themselves.

## 3 POLICY

Helena River Steiner School has an obligation to ensure that:

- Students with disabilities can participate in teaching and learning without discrimination;
- Students with disabilities have opportunities to access the school curriculum and achieve educational outcomes in the same manner as students without disabilities;
- Decisions are made on the basis of the prospective student's ability to meet the essential requirements of the educational programme, determine what adjustments are required then determine if these adjustments are reasonable. It is important to avoid assumptions about what the student may or may not be able to achieve because of a disability. These decisions should be made upon the basis of full consultation with all interested parties and experts in the area of the particular disability.

## 4 PROCEDURE

### 4.1 The Disability Standards for Education 2005 describe the rights of the students:

- **Enrolment** - prospective students with disabilities have the right to enrol in an educational institution on the same basis as prospective students without disabilities, including the right to reasonable adjustments that are necessary to ensure that they are able to enrol on the same basis as prospective students without disabilities
- **Participation** - students with disabilities have the right to participate in the courses or programmes, and to use services and facilities, provided by an educational institution, on the same basis as students without disabilities, including the right to reasonable adjustments, where necessary, to ensure they are able to participate in education and training, on the same basis as students without disabilities
- **Curriculum development, accreditation and delivery** - students with disabilities have the right to participate in educational courses or programmes that are designed to develop their skills, knowledge and understanding, including relevant supplementary programmes, on the same basis as students without disabilities
- **Student support services** - students with disabilities have rights in relation to student support services provided by educational authorities and institutions, on the same basis as students without disabilities
- **Elimination of harassment and victimisation** - require strategies and programmes to support the right of students with disabilities to education or training in an environment that is free from discrimination caused by harassment or victimisation on the basis of their disability. The Standards also support the right of students who have associates with disabilities to an educational environment free from discrimination, harassment or victimisation in relation to those disabilities
- The Standards also give students with disabilities rights in relation to specialised services needed for them to participate in the educational activities for which they are enrolled. These services include specialist expertise, personal educational support or support for personal and medical care, without which some students with disabilities would not be able to access education and training.

### 4.2 Types of Discrimination

Helena River Steiner School maintains an awareness that discrimination may be either direct or indirect, and may be considered unlawful, regardless whether it was intended or not.

Direct discrimination occurs when a person treats a person less favourably than they would treat a person without a disability. Refusing to consider or process an enrolment application from a student with a disability to attend a school because of that disability is an example of direct discrimination.

Indirect discrimination occurs when a disabled person is required to comply with a requirement or condition that:

- those without a disability would be able to comply;
- it is not reasonable for the person to have to comply given the circumstances of the case;
- the person cannot comply.

### 4.3 Definitions within the DDA

In some cases, it is not considered unlawful to discriminate against a disabled person. One of the times this occurs is when 'unjustifiable hardship' can be shown. Before a school can claim 'unjustifiable hardship' it must look at the concepts of 'on the same basis' and 'reasonable adjustments'.

### **On the Same Basis**

A student with a disability must be treated on the same basis as a student without a disability. That is, the disabled student must be given opportunities and choices, which are comparable with those offered to students without disabilities, to enable admission or enrolment, and participation in courses and the use of facilities and services provided and offered by the school.

### **Reasonable Adjustments**

Helena River Steiner School will make any decisions about admission, enrolment or participation on the basis that *reasonable adjustments* will be made where necessary so that the student with a disability is treated *on the same basis* as a student without a disability.

An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student with the disability, the school, staff and other students. Adjustments may include administrative, resource and facilities, procedural modifications, or modification to the school environment depending on the needs of the student.

It is important that each student's needs be accessed independently in determining whether or not to accept an application for enrolment, including obtaining the advice of experts in the field of the particular disability and negotiations with the student's parents or guardians.

The school is entitled to ensure that the integrity of the course and assessment requirements and processes are maintained.

The concepts of unjustifiable hardship and reasonable adjustments are designed to provide a balance between the interests of the school and others, and the interests of students with disabilities.

### **Unjustifiable Hardship**

Whilst the DDA requires a school to consider all requests to meet a student or prospective student's needs, it does not require a school to accommodate a student or prospective student where to do so would require more than reasonable adjustment and cause unjustifiable hardship to the school (section 11 of the DDA in the Appendix).

The Standards expand the scope of unjustifiable hardship for a school to include the areas of enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation over the total period of a student's enrolment.

The school will consider the whole school community when determining the impact any adjustments for a person with a disability will have. These include:

- The advantages of the adjustments (eg. ramps for wheelchair users can be useful for those with trolleys)
- The disadvantages of the adjustments (eg. one less toilet for general use if one has to be modified for disabled use only)
- The effect of the disability (eg. some students with spina bifida require minimal assistance, others require significantly more)
- The costs involved in making the adjustments which also takes into account the financial situation of the person (school) claiming
  - Unjustifiable hardship eg. the relative costs to a school of installing
  - Wheelchair ramps, altering toilets, employing additional staff etc
- The availability of funding to assist in making the adjustments
- The impact on the other students/employees.

The school will first determine what adjustments must be made to accommodate the disabled student. Once these have been determined, then the school can consider whether to make those adjustments would cause unjustifiable hardship on the school.

Unjustifiable hardship is determined on a case by case basis and with reference to specific circumstances. Expense and inconvenience do not necessarily demonstrate unjustifiable hardship. The Equal Opportunity Act (1984) (EOA), applies to the provision of goods and services by the school. This means that once a student is enrolled, the type of services provided by the school will be covered by the EOA. While the EOA requires the school to consider all requests for measures intended to achieve equality (reasonable adjustment), it also states that a school can claim unjustifiable hardship if it is not reasonable to provide specific services or facilities. Therefore, the EOA allows for a school to claim unjustifiable hardship not only at enrolment, but also through the time the student is attending school.

### **Vicarious Liability**

Helena River Steiner School will take “*all reasonable steps*”, as outlined by the Human Rights and Equal Opportunity Commission to prevent any staff member or its agents (volunteers, unpaid honorary positions, boards of directors, contractors and consultants) from discriminating against students or other staff regarding their disability. These steps are:

- Issue and distribute a **disability discrimination policy** and be proactive in implementing the policy;
- Establish fair and effective disability discrimination grievance procedures;
- Raise awareness of all employees;
- Train those responsible for dealing with complaints or enquiries (including managers and supervisors);
- Monitor the working and learning environment;
- Continuing education on disability discrimination.

## **4.4 Disability Action Plan**

A Disability Action Plan will be created upon enrolment of a student with a disability.

- It will enable the school to implement changes, improvements and modifications to its environment or procedures progressively over time in order to eliminate or remove discriminatory practices and conditions; and
- outline the school’s commitment to meeting its obligations and responsibilities under the DDA by identifying practices or conditions which might result in discrimination against persons with disabilities.

While it is not compulsory for a school to prepare and implement an action plan, the DDA does make allowances for one to be developed. If a school chooses to implement an action plan, it **must** include the provisions as stated in section 61 of the DDA (see Appendix). It is also crucial that the school proactively adheres to the action plan.

The action plan of a service provider may include provisions, other than those referred to above, that are not inconsistent with the objects of the DDA. The action plan may be amended at any time. An Individual Education Plan is an example of a Disability Action Plan.

## **4.5 Disability Complaints Process**

Parents and students with disabilities will be made aware of the school’s Grievance and Concern Policy and that The Human Rights and Equal Opportunity Commission (HREOC) administers federal

laws relating to human rights infringements and administration. Formal complaints of discrimination based on disability can be made in writing to the HREOC. Further information about the HREOC and lodging a complaint is available from their website: [www.hreoc.gov.au](http://www.hreoc.gov.au).

#### **4.6 Occupational Health and Safety**

Helena River Steiner School will identify any risks, assess those risks and put into place appropriate controls. This includes obtaining information on the needs of students and staff with disabilities in order to identify and control risks around the school.

The school will consider specific issues and requirements to ensure the health, safety and welfare of staff and students with disabilities including, but not necessarily confined to:

- requirements;
- resources;
- manual handling/ergonomics;
- infection control;
- health management;
- facilities and equipment;
- evacuation/emergency procedures;
- reporting.

##### **Requirements Prior to Enrolment**

Prior to enrolling a student with a disability, the school will ensure that all staff and other persons who will work with the student have:

- identified the needs, equipment, practices and facilities required, and recorded these;
- developed written safe work practices and procedures;
- consulted with all interested parties throughout the process, including the student's parents/guardians and/or other caregivers;
- been provided with appropriate and effective training, information and instruction;
- established systems and processes for the ongoing evaluation, monitoring and review of the effectiveness of established practice;
- ensured that the practice and processes they have established include and maintain the student's dignity and privacy.

##### **Information and Advice**

- The school will seek information about the individual needs of students to accurately identify, assess and control risks. The parents/guardians and/or caregivers of the student will be involved in all consultation and risk assessment. Any other specialists involved with the student's care will also be consulted. Additional information can be obtained from relevant agencies and support personnel as well as from reference materials. Advice may be sought from, and consultation will be held with, the school-based Occupational Health and Safety representative and/or Committee and staff who are to work directly with the student seeking enrolment.

##### **Manual Handling/Ergonomics: Lifting and Repositioning**

- If the student seeking enrolment has a disability that requires regular lifting, repositioning and transferring, safe work practices, following a risk assessment, will need to be developed, which will assist in the prevention of any manual handling incident or injury to either staff or student.

### **Management of Student Behaviour**

- The school will seek information about the individual behaviours of students and will consult with the parents/guardians, caregivers, special education experts and therapists of the student in this regard. An individual behaviour management plan will be prepared for all students who have behavioural difficulties that are a significant part of their disability. This plan will be based on the consultation referred to above.
- The school will monitor the success of the plan for each student and continue to consult with all interested parties if amendment to the plan is required. In implementing a behaviour management plan, all staff and other persons working with the student need to identify any risks to their or others' health, safety and welfare. Those risks will be assessed by the school and appropriate controls put in place following consultation with all interested parties to eliminate or minimise the identified risks.

### **Infection Control**

- Policies, procedures and safe work practices for infection control will be reviewed to ensure that they meet the needs of individual students with disabilities and the persons working with the student.

### **Health Management**

- The student seeking enrolment may require medication or medical treatment. The Principal, in collaboration with the parents/guardians, medical specialists and any other relevant agencies may need to develop individual Health Care Plans and Emergency Action Plans available in the student's Individual Education Plan.

### **Facilities**

The needs of the student seeking enrolment may require modifications that enable the individual to access school facilities/amenities and to participate fully in curriculum activities. These modifications include the provision of:

- Non-slip surfaces
- Appropriate toilets
- Changing, showering and disposal facilities
- Temporary ramps
- Ramps and safety railings, surfaced and covered walkways, shelters
- Appropriate storage facilities
- Minor structural alterations, including widening doorways
- Lifts.

The school will explore funding options for these facilities via:

- the Australian Government Targeted Funding (Inclusive Education Programme for Supplementary Funding) and/or
- Inclusive Education Equipment Grants.
- Finance may also be available through other Capital Grants sources.

Any building modification must comply with the Australian Building Code and associated Australian Standards and Occupational Health and Safety Regulations to ensure a safe environment for all employees, students, contractors, visitors and members of the community. No building modification should occur without a full Occupational Health and Safety Assessment. Additional information in relation to building requirements can be sourced from the Australian Building Code, OH&S Codes of Practice, Regulations and Australian Standards.

### **Equipment**

The access and participation of the student seeking enrolment may depend on the availability of specialised equipment. Therapists and other supporting agencies can advise the Principal of the procedures for assessing the need for, and obtaining and maintaining, personal equipment. Regular and ongoing scheduled safety maintenance checks by appropriately skilled/trained persons will be required on the equipment and site. These checks will need to be recorded and kept.

Supplementary financial assistance for the provision of equipment may be available through Australian Government Targeted Funding (Inclusive Education Programme for Supplementary Funding) and/or Inclusive Education Equipment Grants.

Finance may also be available through other Capital Grants sources.

### **Evacuation/Emergency Procedures**

The school will ensure that the specific needs of students with disabilities are incorporated into the school's evacuation and emergency management procedures. An emergency plan may need to be developed for individual students.

### **Reporting**

All injuries/incidents are to be reported via an Incident/Injury/Illness Report Form. Upon reporting, an immediate investigation will occur leading to consultation with all interested parties to ensure that the risk of further injury and/or incident is eliminated for all employees, students, contractors, visitors and members of the community.

### **Common Law Duty of Care**

Teachers and the school acknowledges that duty of care owed to a child with a disability may be greater depending on the nature of the activity.

## **5 ENROLMENT POLICY AND STUDENT SUPPORT PLAN**

### **5.1 Process**

The parent/guardian applies for enrolment and completes the Application for Enrolment form which contains questions about the student's educational needs. The school's standard enrolment criteria are applied. Refer to Appendix A for supplementary questions for those students where parents have identified a disability.

The Principal or delegate or teacher interviews all applicants for enrolment. If special educational needs are identified, then the school and parent/guardian jointly and cooperatively engage in an information gathering and summarising process through a Student Support Plan (see sample – Student Support Plan). This will provide a comprehensive examination of the student's needs.

Following the collection of this information about the student, the programme of support that the school is able to offer is discussed with the parents/guardians. If the enrolment is to proceed, the support offered by the school is outlined in the letter of acceptance and may include the following details:

- size of class
- agency support
- school assistance support
- teacher support
- therapy support
- equipment and modifications
- behaviour management plan

**Stage 1**  
**Enrolment Application**

**Initial Parent/Guardian Enquiry**  
**Send application for enrolment form**

**Interview Parent and Student, according to the school's enrolment policy criteria**

**Does the student have a disability?**

**Stage 2**  
**Information about Student's Educational needs**

**Written permission from parents allowing the school to investigate the student's educational needs**

**Parents and school collect information to determine the student's educational needs regarding:**

- **Physical access, equipment, building modifications**
- **Health issues**
- **Personal care needs**
- **Communication needs**
- **Curriculum needs**

**Summary of information by school personnel. Consideration of how the school can meet the student's needs.**

**Stage 3**  
**Negotiating the Student's Curriculum**

**Principal meets with parents and other relevant professionals to discuss the educational programme the school can offer.**

**Stage 4**  
**Action following the decision**

**ENROLMENTS PROCEEDS**

Letter to parents stating what the school can offer accepting the enrolment, signed by parents.

Transition orientation programme proceeds if required.

Enrolment is reviewed regularly to ensure school continues to meet the student's educational needs.

**ENROLMENT DOES NOT PROCEED**

This may occur because:

Parents choose not to continue with the enrolment if they believe an alternative setting is better able to meet their child's needs.

**OR**

The school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school.

## 5.2 Changes in Student's Needs and/or Circumstances

A student's needs and/or circumstances may change or become apparent after enrolment. There are several ways in which this could occur – for instance:

- There may be a reassessment of the student's learning difficulties and behaviours leading to a new diagnosis of the student's disability
- The student's condition may deteriorate
- The student may have been enrolled without a disability but begins displaying inappropriate behaviour due to a learning difficulty
- The student may acquire a disability – eg. head injury – resulting in different educational needs

In each of these cases, the schools are advised to respond appropriately to the changed circumstances which may include:

- Full consultation with parents/guardians and experts to develop strategies
- Involvement of special education experts
- Training of teachers and teacher's assistants who are involved with the student
- Assessment of additional costs for extra support/modifications
- Assessment of effect upon other students and/or teachers
- Implementation of the school's behaviour management plan

Unjustifiable hardship may be demonstrated by the school even after the enrolment is accepted as the Disability Discrimination Act Standards for Education includes the areas of enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation over the total period of the student's enrolment.

## 5.3 Points to Remember

All strategies and actions will be documented. It is ideal that the parents/guardians, school and experts work collaboratively to address the student's needs.

## 6 REFERENCES

<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• Enrolment Policy</li> <li>• Grievance and Concern Policy</li> <li>• Child Friendly Complaints Policy</li> <li>• Occupation, Health and Safety Policy</li> <li>• Asthma Policy</li> <li>• Anaphylaxis Policy</li> <li>• Administration of Prescribed Medication Policy</li> <li>• Emergency &amp; Critical Incident Policy</li> <li>• Students with Extraordinary Health Conditions Policy</li> <li>• Records Management Policy</li> <li>• Safeguard for Students Policy</li> <li>• Child Protection Policy</li> <li>• Duty of Care Policy</li> </ul>
<b>Links With</b>	AISWA – Disability and Enrolment Guidelines Available: <a href="https://www.ais.wa.edu.au">https://www.ais.wa.edu.au</a>
<b>Related Legislation</b>	<p><b>Federal</b></p> <ul style="list-style-type: none"> <li>• Human Rights and Equal Opportunity Commission Act 1986 (HREOC Act)</li> <li>• Disability Discrimination Act 1992 (DDA)</li> <li>• Including the Disability Standards for Education 2005 (Standards)</li> <li>• Workplace Relations Act 1996 (WR Act).</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>• Equal Opportunity Act WA 1984 (EOA)</li> <li>• Occupational Safety and Health Act 1997 (OSH Act)</li> <li>• School Education Act 1999 (Education Act).</li> </ul> <p>The Disability Discrimination Act 1992 and the Equal Opportunity Act 1984 WA are the two main pieces of legislation in Western Australia concerning disability discrimination.</p>
<b>Appendices</b>	Appendix A: Enrolment Process - Sample Questions to guide the Enrolment Process Appendix B: Student Support Plans - Sample questions to include when developing a Student Support Plan. Appendix C: Individual Education Plans Appendix D: Funding

## 7 APPENDICES

### 7.1 Appendix A - Enrolment Process (Sample Questions to guide the Enrolment Process)

*A supplementary form will be administered for students with disabilities covering the questions listed below.*

#### **Educational Needs**

Does your child have a known disability eg. intellectual, physical, hearing, vision or emotional?

\_\_\_\_\_

Nature of disability \_\_\_\_\_

Diagnosed By \_\_\_\_\_

Date of diagnosis \_\_\_\_\_

Report for school Yes/No

#### **Hearing and Vision**

Have your child's eyes been tested? \_\_\_\_\_

By whom? \_\_\_\_\_ Date \_\_\_\_\_

Is there written information to assist the School? \_\_\_\_\_

Any past history of sight problems? \_\_\_\_\_

Does your child need to wear glasses, have vision aids, scribes, tutors etc.?

\_\_\_\_\_

Has your child had a hearing test? \_\_\_\_\_

By whom? \_\_\_\_\_ Date \_\_\_\_\_

Is there written information to assist the School? \_\_\_\_\_

Is there a history of hearing or ear problems? \_\_\_\_\_

Does your child need aids, acoustic considerations in the classroom?

\_\_\_\_\_

#### **Independence**

Can your child manage personal care needs independently (toilet, dressing, eating)?

\_\_\_\_\_

Are there any particular requirements?

\_\_\_\_\_

\_\_\_\_\_

### Support

Does your child receive support from others, eg. tutoring, psychologist, physiotherapist, occupational therapist, speech pathologist, access assistants?

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Which services are involved, eg. Princess Margaret Hospital, Cerebral Palsy Association, Therapy Focus, Autism Association, Family and Youth Services, WA Institute for Deaf Education., Vision Impairment Service, Disability Services Commission, community health services, private practitioners?

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What is the type and amount of support?

---

Will this support continue in this school?

---

Will these agencies provide consultancy support in the School?

---

Are reports from these agencies available to the school?

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### Curriculum

What support did your child receive in his/her previous setting?

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Does your child require particular supervision or management:

- To and from school? \_\_\_\_\_
- In the classroom? \_\_\_\_\_
- Moving between classrooms? \_\_\_\_\_
- In the playground? \_\_\_\_\_
- For participation in sport? \_\_\_\_\_

Will your child require particular arrangements to participate in sports, games, camps and excursions?

---

---

What are the patterns of school attendance? \_\_\_\_\_

### **Medical/Health Issues**

Name of child's doctor? \_\_\_\_\_

Does your child have any health issues? \_\_\_\_\_

Does your child require a Health Support Plan and/or Emergency Action Plan?

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Is your child on any regular prescribed medication eg. epilepsy, ADD, ADHD, asthma,?

---

Name of medication \_\_\_\_\_

Does your child have any allergies eg. nuts? \_\_\_\_\_

### **Mobility**

How will your child get to school? \_\_\_\_\_

Are there are issues that need to be addressed by the school?

- Access to the classroom eg ramps \_\_\_\_\_
- Access to the playground \_\_\_\_\_
- Access to toilet facilities \_\_\_\_\_
- Access to general school facilities eg. library \_\_\_\_\_

### **Communication**

Is your child from a Culturally and Linguistically Diverse Background?

---

Can your child communicate effectively? \_\_\_\_\_

Can your child communicate basic desires? Eg. toilet, drink? \_\_\_\_\_

Does your child need any assistance to enhance communication?

- Sign language \_\_\_\_\_
- Makaton \_\_\_\_\_
- Message boards \_\_\_\_\_
- Auslan \_\_\_\_\_

- F.M. \_\_\_\_\_

Does your child require devices for effective communication eg. hearing aids, acoustic considerations, glasses, vision aids, scribes, tutors

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## 7.2 Appendix B - Student Support Plans

### Sample questions to include when developing a Student Support Plan.

To determine whether a school has the resources to meet the needs of a student with a disability, it is important that specific and detailed information is documented regarding a child's development, medical and academic history, and physical and support needs.

Parents/guardians and the school jointly and cooperatively engage in an information collection process, with advice and expertise from external agencies and professionals as required, to prepare a thorough, comprehensive and well-documented examination of the student's needs.

Schools are advised to gather information in order to determine the student's support needs.

The Student Support Plan provides a basis for the comprehensive collection of information about the needs of a student with disabilities. The collection and documentation of this information is crucial in meeting the social and educational needs of the student as outlined in the Disability Standards for Education.

### School Information

Current school \_\_\_\_\_ Contact person \_\_\_\_\_

### Student Information

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

Gender - Male/Female \_\_\_\_\_ Year Level \_\_\_\_\_

Culturally and Linguistically Diverse Background \_\_\_\_\_

Language(s) spoken at home \_\_\_\_\_

Foster Care \_\_\_\_\_

Other information \_\_\_\_\_

### Parent Information

Name of Mother \_\_\_\_\_ Name of Father \_\_\_\_\_

Phone Nos (h) \_\_\_\_\_ (h) \_\_\_\_\_

(mobile) \_\_\_\_\_ (mobile) \_\_\_\_\_

### Disability Details

Has this student been previously funded in a school for a disability and/or impairment?

Yes  No

Commonwealth Disability Category \_\_\_\_\_

Disability level Mild  Moderate  Severe

Disability	Details
Intellectual	
Physical	
Autism Spectrum Disorder	
Vision Impairment	
Deaf & Hard of Hearing	
Emotional Behaviour Disorder	
Speech & Language Impairment	
Medical or Health Condition	

**Personal Care Assistance**

Dressing  Toilet  Positioning

Eating/Meal management  Other  \_\_\_\_\_

**Health Care/Risk Management Plan**

Health Care Plan

Regular Medication

---

Emergency Action Plan

---

Other

---

**Communication**

Alternative Communication eg. Makaton, symbol systems

---

Devices eg. hearing aids, glasses, acoustic considerations

---

Limited verbal communication

---

Culturally and Linguistically Diverse Background

---

Speech Pathology

---

Physiotherapy

---

Other

---

**Behaviour/Supervision**

Transition supervision

---

Emotional Issues

---

Behaviour Management Plan

---

Safety Issues

---

Psychologist/Psychiatrist

---

Autism

---

School Attendance Patterns

---

Other

---

**Mobility**

Access to school

---

Access to classrooms, library, canteen, sports grounds etc.

---

Access to toilets

---

Access to playground/school campus

---

**Support Information Resource Requirements**

**Building Modifications**

Ramps       Taps       Rails   
 Doors       Toilets       Other  \_\_\_\_\_

**Equipment**

- |                |                          |            |                          |                       |                          |
|----------------|--------------------------|------------|--------------------------|-----------------------|--------------------------|
| Word processor | <input type="checkbox"/> | Chair lift | <input type="checkbox"/> | Slope desk            | <input type="checkbox"/> |
| Switches       | <input type="checkbox"/> | FM unit    | <input type="checkbox"/> | Communication devices | <input type="checkbox"/> |
| Toilet aids    | <input type="checkbox"/> | Chair      | <input type="checkbox"/> | Walking frame         | <input type="checkbox"/> |
| Wheelchair     | <input type="checkbox"/> | Hoists     | <input type="checkbox"/> | Standing frame        | <input type="checkbox"/> |
| Other          | <input type="checkbox"/> | _____      |                          |                       |                          |

**Minor Capital Grant Required?**

Yes/No \_\_\_\_\_

Other information

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**Specialist Agencies Involved:**

- |   |                          |                            |                          |
|---|--------------------------|----------------------------|--------------------------|
| Disability Services Commission          | <input type="checkbox"/> | Community Health           | <input type="checkbox"/> |
| Department of Community Services        | <input type="checkbox"/> | Pediatrician               | <input type="checkbox"/> |
| Riding for the Disabled Association     | <input type="checkbox"/> | Speech Therapy             | <input type="checkbox"/> |
| Child Adolescent Mental Health Services | <input type="checkbox"/> | Psychologist               | <input type="checkbox"/> |
| Independent Psychology Service          | <input type="checkbox"/> | Occupational Therapy       | <input type="checkbox"/> |
| WA Institute for Deaf Education         | <input type="checkbox"/> | Autism Association         | <input type="checkbox"/> |
| Vision Impairment Services              | <input type="checkbox"/> | Bentley Health Service     | <input type="checkbox"/> |
| Princess Margaret Hospital              | <input type="checkbox"/> | Therapy Focus              | <input type="checkbox"/> |
| Down Syndrome Association               | <input type="checkbox"/> | Cerebral Palsy Association | <input type="checkbox"/> |
| Other                                   | <input type="checkbox"/> | _____                      |                          |

**Curriculum Modification Required**

Special Education

---

Learning Support

---

Teacher Assistant

---

Volunteer Tutor

---

Camp/Excursion support

---

Other

---

**Agency Information and Access**

Recent Assessments (medical, psychological, speech, etc)

Date	Conducted by	Type	Copy of Report Available	
			Yes/No	Location

### History of Student's Previous Support

Year/Date	Agency/School	Contact Details	Support Offered

As the parent/guardian of \_\_\_\_\_(name), I authorise \_\_\_\_\_(name of Principal or delegate) to access information that may be of benefit to the education of my child from the relevant persons / organisations.

In granting this authority, I understand that it will remain current for the period of consideration of my child's Application for Admission and for such periods as, and if, my child is enrolled at \_\_\_\_\_ (Name of School)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_



### 7.3 Appendix C - Individual Education Plans (IEP)

Individual Education Plans (IEP) are a requirement for funding purposes for all students with disabilities attending Independent Schools in Western Australia. The IEP is also a valuable document in demonstrating that reasonable adjustments for teaching and learning have been made according to the Disability Standards for Education 2004.

The Disability Standards clearly state that students with disabilities should participate in learning experiences on the same basis as other students. The school is required to make reasonable adjustments to deliver curriculum adequately.

Parents or caregivers play a critical role in the IEP process. The Disability Standards clearly state that “before the education provider makes an adjustment for the student, the education provider must consult the student, or an associate of the student”.

A student’s IEP is developed, implemented and evaluated over a six to twelve month period and forms part of the student’s file. The IEP provides a way of documenting each student’s priority learning outcomes and assists the school in reporting to parents as part of its ongoing accountability requirements.

IEPs are provided for each student with a recognised disability attending the school. Students with severe learning disabilities are also provided with modified IEPs.

It is recommended that the IEP is reviewed every six months. This gives teachers sufficient time to understand the needs of the student and to identify the areas where particular assistance is required before an IEP review is made. These reviews are held in consultation with teachers, parents, teacher’s assistants, health specialists and other teaching specialists, where necessary.

The plan provides prioritised educational goals that are specific for each student with a disability. It is not a plan of total instruction for students.

#### **Determining Educational Objectives:**

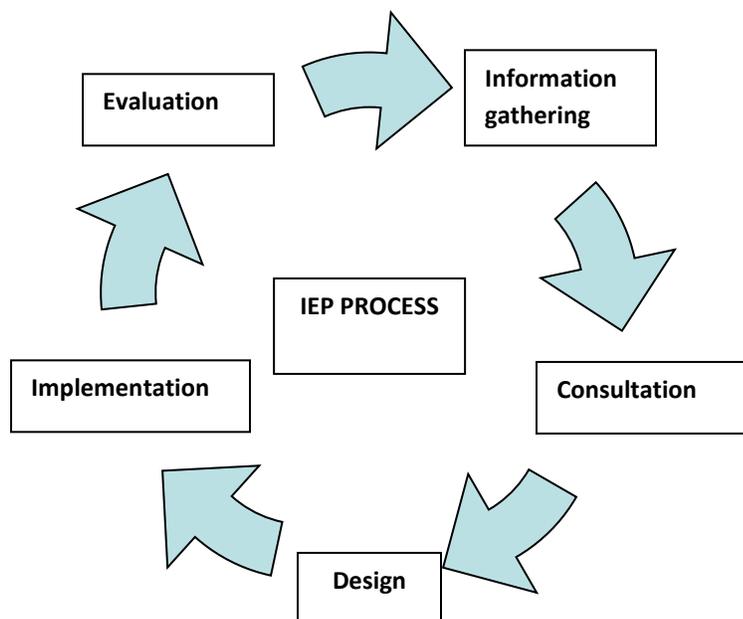
- IEP objectives should be linked to the Curriculum Framework
- Share information relevant to the student’s abilities and achievements
- Identify existing strengths and skills
- Establish long and short term goals
- Determine an appropriate educational programme
- Identify specific additional programmes or activities that need to be introduced to achieve the objectives
- Review the education programme
- Consider the feedback in relation to the achievement of programme goals
- Adjust objectives to ensure goals are achievable

#### **The IEP should identify:**

- The priority area of need
- Long and short term goals and objectives
- The methods used to achieve the objectives

- Resources necessary to implement the programme
- Methods of evaluation
- Review dates.

### The IEP Writing Process Stages of the Process



An IEP support group made up of parents, professionals and the student (where appropriate) come together to consider the student's current level of performance and to determine needs and learning priorities for the next six months.

A team approach is essential to achieving effective inclusion. It enables all parties to participate in the stages of sharing information, decision making, action and responsibility.

The aims of the team, through the IEP process, are to:

- Establish shared goals for the student's educational outcomes by making sure that the people with the most knowledge and responsibility for the student work together
- Increase the participation of the student in the educational programmes and social life of the school
- Provide on-going support and feedback in the implementation of programmes and review outcomes for further programme development

In order to achieve these aims, the following items should occur:

- Identification of educational and social objectives for the student
- Development of an appropriate educational programme within educational guidelines
- Identification of resources and support available within and outside the school
- Regular review of the programme and the student's progress.

The process promotes:

- Shared responsibility for decision making and programming
- Consensus about educational goals for the student
- Collective accountability for outcomes
- A communication channel

## **Information Gathering**

### **Establish and Brief the Team**

All persons who regularly work with the student should contribute to, or be part of, the team. Core team members should include the class teacher, team coordinator, the parents, support teacher with expertise in the disability area and (where appropriate) the student. The principal, or nominee, should clarify roles and responsibilities and ensure all members understand the IEP process.

### **Gather Information about the Student**

Before IEP planning can commence, team members need to gather pertinent information about the student. Information gathered could include:

- level of competence across the learning areas
- preferred learning style
- talents, interests and aspirations
- the need for specialised equipment and/or resources

Information about the student can be gathered by both formal and informal means across school, home and community environments. A portfolio of the student's work samples and test results may be useful.

### **Share Information about the Student**

It is important for the family, school staff and specialist staff to exchange information and rationale about what they see as the current educational priorities.

## **Consultation**

Throughout the IEP process there may be a number of consultations within the team. The most critical of these is the IEP meeting. This is where family members and educational personnel meet as equal participants to jointly decide learning priorities.

### **Prepare the Team**

To ensure that the IEP meeting is productive, careful preparation is needed by the student's family and the staff.

Before attending the meeting, the student's family needs to review the information previously gathered and consider learning priorities. When appropriate, active participation by the student in the IEP meeting should be encouraged, particularly for students in the secondary school.

In preparation, educational personnel should consider learning priorities for the student and appoint representatives who will attend the IEP meeting.

### **Hold the IEP Meeting and Circulate Summary Notes**

1. The IEP meeting will be facilitated by:
  - Following an agenda
  - Ensuring all participants can contribute
  - Keeping the meeting short – one hour or less
  - Keeping paperwork to a minimum
  - Documenting information in an easily understood format that is available to all involved
2. Outcomes of the meeting should include:
  - Clarification of family expectations and future aspirations
  - Prioritised learning for the next six to twelve months
  - Identification of environments where the learning will occur
  - Individual team member responsibilities
  - Date of review
  - Additional tasks eg. transition preparation

Notes of the meeting should be written by the team coordinator and distributed to all relevant personnel.

## **Design of IEP**

### **Gathering Initial Data**

Before writing the goals, it is essential to know exactly what the student is currently achieving in each prioritised area. This initial data is referred to as baseline data. In some instances, collection of additional data is needed to provide clarification of student performance in a specific prioritised area.

### **Documenting the Plan**

The plan should include the following information:

- Student details (name, date of birth)
- Information (eg. disability, medication and specialised equipment)
- Timeframe (start and review dates)
- Team members (name, role, contact number)
- Duty of care aspects that relate to health, medical and therapy support, and to student safety
- Measurable goal statements for prioritised learning for the next six to twelve months
- Links to class curriculum, key learning and competency areas
- Clear directions about team member responsibilities
- Key teaching strategies

- Monitoring procedures
- Signatures of school and family representatives, if possible

The Plan must be tailored for each student. The documentation of the plan will usually be completed by the class teacher or learning support teacher, depending on which one has the most involvement with the student. To ensure quality planning, collaboration between the class teacher and support teacher with expertise in the disability area is essential.

**Time for IEP collaboration and documentation may need to be negotiated with school administration.**

### Writing the IEP goals

Goal statements are the most critical elements of the IEP document. These statements describe what the student is expected to achieve by the end of the six to twelve month period.

Goals need to:

- Identify the student's targeted learning outcome eg. skill, activity, knowledge
- Outline those conditions where the student will demonstrate the learning outcome eg. which specialised equipment will be used, activity, environment
- Set criterion or standard which will demonstrate that the learning outcome has been achieved eg. the number correct, the level of accuracy, the period of time, the amount of support required.

**Goals = Targeted learning outcome + Condition + Criterion**

**Eg. Goal:** Using picture recipe cards to independently prepare three different snacks in home economics class:

- Targeted learning outcome: to prepare three different snacks
- Condition: using picture cards in home economics class
- Criterion: independently.

**Eg. Goal:** Using signed English to access unfamiliar information in the classroom:

- Targeted learning outcome: to access unfamiliar information in the classroom
- Condition: using signed English
- Criterion: it is understood that this would be at the same level as that of their non-disabled peers.

To ensure goals are measurable, they need to describe observable behaviour. Terms describing physical actions allow goal achievement to be more precisely measured eg. to point to, to write, to demonstrate.

### Design Teaching Programmes

For some goals, the key strategies documented on the IEP may be sufficient to guide learning. Other goals will require specific teaching programmes outlining:

- Details of the teaching procedures (including instructional content, teaching strategies, resource materials, specialist support and classroom management)
- Procedures to be used to monitor progress. These may include data collection, discussion and informal observations

- Links to the Curriculum Framework.

### **Inform the IEP Team**

A copy of the agreed IEP is distributed to all team members after it has been signed by the parent, teacher/team coordinator, Principal and when appropriate, the student.

## **Implementation of IEP Goals**

### **Skill Team Members**

Skilling of all team members in appropriate teaching strategies and monitoring activities may be required.

### **Implementation and Data Collection**

All programmes should be implemented as agreed by the team. Data collection is necessary to provide regular, effective programme monitoring.

### **Monitor Progress and Modify Programmes**

Collecting the data provides the means for assessing student progress and programme effectiveness. Comparison of data obtained at the beginning and end of the six to twelve month IEP period allows student progress to be assessed.

## **Evaluation of IEP Goals**

### **Student Outcomes**

It is important for those implementing the programme to regularly share information about the student's progress. Formal meetings held six monthly with all parties concerned present are an effective way to evaluate the programme.

Student performance on the IEP goals as well as learning outcomes from class curriculum should be reported to parents and other team members, in particular, teaching staff.

Both the parents and the school can also be made aware of other changes, such as medication, health, emotional stability, learning needs and socialisation of the child concerned.

The evaluation stage is important as it:

- Contributes valuable information for planning
- Serves as the basis for reporting to team members, including parents
- Enables new priorities to be considered as part of the continuing IEP process.

Extra meetings can be held if a need is identified, such as the change in the level of support required, developing particularly challenging needs or not making the gains expected.

The information on the IEP writing process and details of the five stages of the process is provided by the State of Queensland.

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#### 7.4 Appendix D - Association of Independent Schools of Western Australia (AISWA) Eligibility for Funding

The Literacy, Numeracy and Special Learning Needs (LNSLN) Programme provides school grants in order to 'provide support to education authorities to assist with the cost of additional assistance for those most educationally disadvantaged students, including students with disabilities' (from *Learning Together: Achievement Through Choice and Opportunity*; Australian Government Funding for Schools 2005-2008 Quadrennium).

##### **Inclusive Education**

The AISWA Inclusive Education Committee provides a framework to allocate supplementary funding to independent schools that have students with an identified disability. These students may require considerable teaching and learning adjustment to access all areas of the school curriculum.

To be eligible for Australian Government targeted funding, schools are required to demonstrate the level of adjustment needed to allow the student to achieve learning outcomes. Schools should consider the educational impact of the disability; and apply for funding if the student has been identified as having one or more of the following disabilities:

- Intellectual Disability
- Autism Spectrum disorder
- Vision impairment
- Deaf and Hard of Hearing
- Emotional Behaviour Disorder
- Speech and Language Impairment
- Physical Disability
- Medical/Health condition.

A student or child whose only impairment is a specific learning difficulty, or for whom remedial education or remedial support is appropriate, is **NOT** eligible.

Students with ADD/ADHD, CAPD are also **NOT** eligible for funding.

*Documentary information from professionals with relevant qualifications must be attached to each application*

The educational impact of the disability may require:

- Adjustments to teaching and learning
- Additional resources
- Support services
- Relevant professional learning
- Special evaluation processes

The underlying principles of Australian Government Targeted Program Funds are they:

- should be targeted at improving outcomes for students at an educational disadvantage;
- are essentially supplementary and should not be directed to recurrent costs; and
- should be directed to programs in schools that are efficient and effective and should be distributed in an equitable manner.

The following pages contain the guidelines and criteria for AISWA Targeted Program supplementary funding and the inclusive education equipment grant, for students from Pre-primary to Year 12.

These applications also determine funding from the Office of Non-Government Education in the state sector. For students in **Kindergarten**, AISWA Targeted Program funding is not available, however, the same forms must be completed to access state funding.

The funding provided through the Australian Government is supplementary. Each school is ultimately responsible for the education of students requiring teaching and learning adjustments.

### **Funding Available for Schools**

All students receive Australian Government per capita funding and State per capita funding.

#### **Students with Disabilities Receive:**

- Australian Government:
  - Additional Australian Government per capita funding
  - Targeted Program supplementary funding
- State Government:
  - Additional State per capita funding
  - Students with severe/multiple disabilities are eligible for special state funding grant.

The process to access any of the additional funding is to complete the Targeted Program funding forms provided by AISWA. Though this funding is limited, those students deemed eligible for Targeted Program funding, automatically receive additional State per capita funding (30% extra for a student with mild disabilities (1 or 2 points), 50% for moderate (3 points) and 70% for severe or profound (4 or 5 points) for students in Kindergarten and above.).

AISWA also administers the additional Australian Government per capita funding which schools can access by including their students with disabilities in their Australian Government census in August each year. Towards the end of the year, schools will receive around \$620 for every student with a disability, regardless of severity.

### **Equipment Funding**

Funding is available for the purchase of equipment to assist students with disabilities. This is in addition to the Inclusive Education grants and is to facilitate students with disabilities accessing the curriculum, and ideally this will be linked to the students' Individual Education Plans.

Schools can apply for funding for equipment that will assist students access the curriculum. It is envisaged that most grants will be **up to a maximum of \$5,000** per school.

This funding is only available for those students eligible to receive an Inclusive Education grant.

Equipment should relate solely to an individual student, eg. laptop computer, teaching aides, etc.

### **Funding for Transition to Secondary School**

Funding is available to assist students from primary to secondary education. As the initial stage of this process often requires more intensive support, schools can apply for one-off, time limited grants of **up to \$2,000** per student. Schools may use this funding for staffing and/or equipment.