



POLICY Special Education Program at Miami State School

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The Special Education Program (SEP) Policy at Miami State School is constructed around the notion that all students have a right to quality, individualised and self-paced learning. This policy is also based on the understanding that all educators are special needs teachers and that the process of collaboration amongst parents, teachers, teacher aides, administrators, Education Queensland and outside agencies and services is vital to providing quality outcomes for all students at Miami State School.

Special Education Programs support students with disabilities in State Schools, and assists students and teachers in the development of the educational programs - (quoted from Education Queensland website via OnePortal).

Rationale

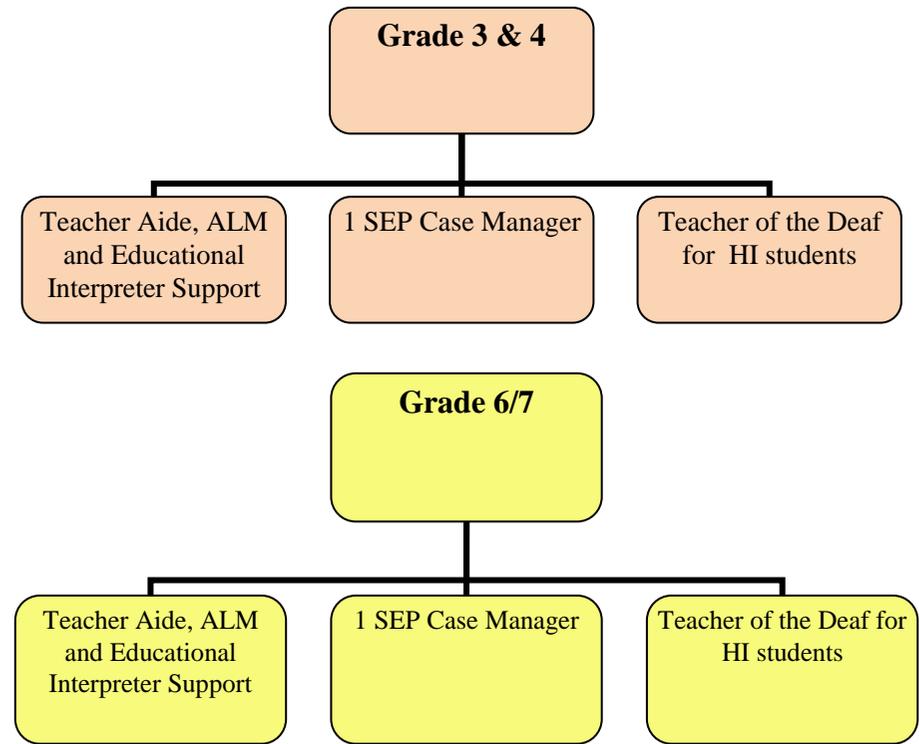
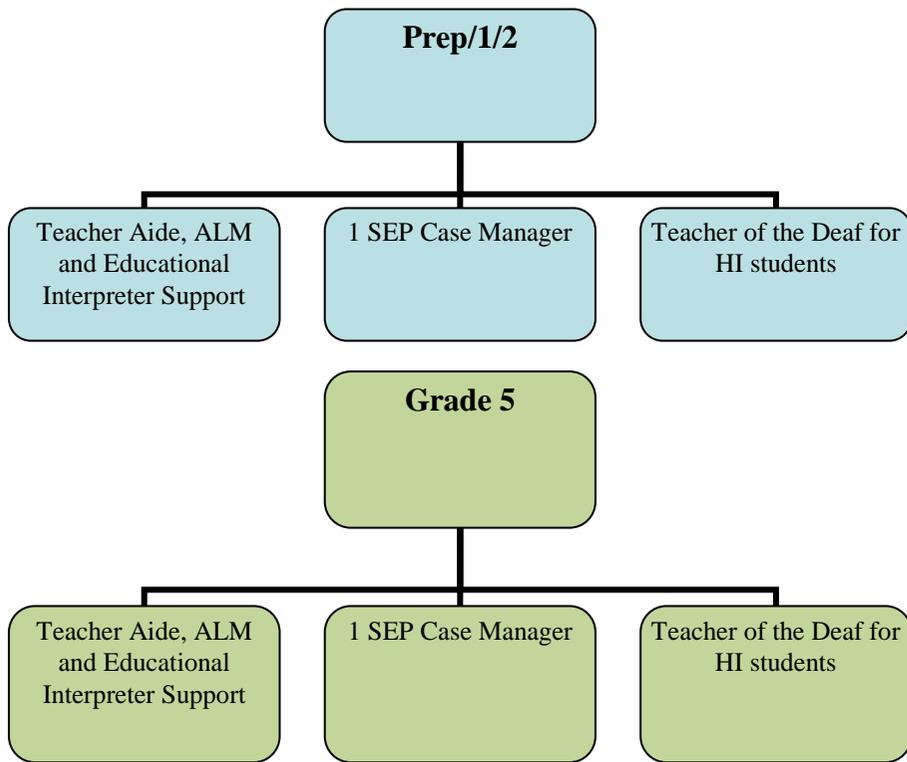
At Miami State School we recognise that all children have unique qualities, strengths, learning styles and needs. Miami State School regards its special needs provision as being on a continuum and integral to Education Queensland's services.

Students who are medically diagnosed with a disability are referred to the PLC – Personalised Learning Committee and if necessary may access support programs which aim at 'closing the gap' between the clientele it services and age appropriate students.

Classroom access is also maximised for students with disabilities as Miami State School operates an inclusive program where curriculum differentiation and classroom adjustments and modifications are made and reviewed on a regular basis. Education Queensland's Verification process is used to allocate resources and support students with a disability on a needs basis. The students are supported by the SEP team.

Our inclusive practices are based on the understanding that all students at Miami State School are offered full access to a broad, balanced and relevant education where participation in all school specialist lessons is encouraged. Patience, understanding and a genuine care for individual students are crucial elements of the inclusive classroom at Miami State School.

SEP Operational Model



The Teacher of the Deaf will manage the HI Program as an AVT consultative role.

Teacher Aide hours are assigned to the school and allocated to students on an as need basis. Hours are allocated on the discretion of admin and SEP staff and this is a flexible model to meet the varied needs of children as well as new enrolments and children leaving.

Each SEP child is supported as per their quartiles and therefore equal amounts of support is not provided to all SEP students. Students with a higher quartile attract more support as per their Education Adjustment Profile (EAP).

Class teachers are responsible for the everyday programming and assessment of SEP students with the input from the Case Manager.

Queensland Teachers' Union ILP Fact Sheet http://www.qtu.asn.au/files/2913/8354/7921/Individual_Learning_Plans_Oct2013.pdf

Disability Discrimination Act, 1992 <http://www.comlaw.gov.au/Details/C2013C00022>

Disability Standards for Education 2005 <http://education.gov.au/disability-standards-education>

Roles and Responsibilities for supporting students within the Special Education Program

Leadership Team

The Leadership Team ensures that quality whole-school planning opportunities are available to facilitate differentiation. Additional attention is provided to establish and maintain a school environment and culture which is safe, accepting and nurturing of students with disabilities. The Leadership Team supervises the allocation of monetary, human and physical resources to best meet the needs of all students at Miami State School. It is also responsible for implementing performance management of the school's staff. The Leadership Team supports the development of the whole child and encourages students to participate in life skills and community-based programs as needed by individual students.

Head of Special Education Services

The Head of Special Education Services (HOSES) oversees the Special Education Program (SEP) and Early Childhood Development Program (ECDP) and line manages all SEP Teaching Staff, Teacher Aides and Auslan Staff. The HOSES will support all staff in this area. Please refer to Miami State School Leadership Team – Roles and Responsibilities Framework for details of a full job description.

Classroom Teacher

Classroom teachers are responsible for differentiating the class curriculum, program and resources, in response to the learning needs of all students in their class. SEP staff will work alongside class teachers to give specialised input to provide disability specific teaching strategies.

It is the role of the class teacher to monitor the learning and social progress of all students in their class and identify students who are not progressing as expected. Class teachers should raise their concerns about students' progress with the SEP Case Manager assigned to their class or to the Head of Special Education Services. The class teacher is responsible for discussing their concerns with parents; however a team approach with the SEP staff is the optimum way to engage parents.

SEP Teacher

The special education teachers at Miami State School are highly qualified in imparting educational knowledge specifically in the area of disability. The SEP teacher co-case manages the SEP students and in doing so, leads the Individual Support Plan Process in collaboration with class teachers. The SEP specialist works alongside the class teacher as a team and provides support and guidance with the differentiation process. As required, the SEP teacher is able to team teach within their allocated class groups. In addition, the SEP teacher is responsible for designing, distributing, updating and implementing a timetable which best meets the needs of the students on his/her caseload. It is understood that SEP support timetables are prone to change as the school and classrooms are dynamic environments. The SEP teacher is also responsible for contacting and maintaining communication with outside agencies.

SEP teachers provide a range of services:

- Work as a member of the educational team within an inclusive environment.
- Provide professional development activities to members of school communities
- Assist with the implementation of departmental policies and initiatives.
- Participate in educational planning, e.g. assist with making educational adjustments to support the student's educational outcomes.
- Provide program advice.
- Assist in the implementation of teaching and learning programs and review of educational goals. This support may involve Tier 1 – in class support, Tier 2 – small group work, Tier 3 – intensive or explicit teaching groups, Tier 4 – community access programs.
- Provide information on and model strategies for teaching and learning for students with disability, e.g. team teaching with class teacher.
- Provide specific information on the student's disability.
- Assist the team in understanding the educational implications of the disability.
- Advocate for the supply of and training in the use of specialised equipment.
- Monitor the use of recommended equipment including technology resources.
- Assist education staff and families to access support networks.

Teacher Aides

SEP teacher aides are assigned to students according to individual needs and this will be reflected in the Quartiles from the EQ Profile. Quartile 1 and 2 students receive minimal SEP support and Quartile 3 and 4 students are supported as required and reflected in their Profile. Teacher aides are employed to assist in all facets of the Special Education Program whilst working with children. Health care, assisting students during transitions, resource preparation and administrative tasks where required. Teacher aides and Education Interpreters play a vital role in reinforcing learning intentions and provide small group instruction under the instruction of the SEP and/or classroom teacher. Teacher aides are also able to lead small group interventions and are encouraged to use their areas of strength and interest.

Auslan Support Staff

Please refer to the Department of Education and Training role descriptions of Teacher Aide, Educational Interpreter,(Auslan Transition Project) and Teacher Aide (Language Model – Auslan Transition Project), available via OnePortal.

<http://education.qld.gov.au/hr/recruitment/role-descriptions/schools/teacher-aide/taoo4-teacher-aide-ed-int-auslan.pdf>

Education Interpreters

Auslan Education Interpreters will be assigned to Hearing Impaired students who require Auslan as their primary way of accessing the curriculum. A trained Teacher of the Deaf will oversee these student's programs. These students will be provided with disability specific programs delivered by the TOD (Teacher of the Deaf) e.g. Speech and Auditory Training.

Auslan Language Models

Auslan Language Models may work alongside Hearing Impaired/Deaf students in the class to maximise their access of the curriculum and to monitor and assist best practise from the Educational Interpreters.

Specialist Teachers

Specialist lessons are a crucial educational element for all students at Miami State School. Specialist teachers develop appropriate groupings to promote/facilitate inclusion. They use resources to adjust or differentiate mainstream activities. Additional support to maximise participation may be assigned by the SEP team e.g. Teacher Aide support.

Parents/Carers

Parental support during the ISP and ILP process is critical in that goals for intervention are identified to address priority areas. Parents understand that their child may be asked to participate in social skills, life skills and/or community programs to address specific needs. Parental support may be required on camps, excursions or other school activities where it is deemed necessary.

Guidance Officer

The guidance officer is a teacher with specialist training in counselling and psychological assessment who works to assist students. The assistance of the guidance officer is sought at Miami State School to ensure quality learning, student engagement and future direction.

Outside Agencies

Outside agencies such as the Child Youth and Mental Health Services (CYMHS) and Department of Communities (DOCS) (Family Services) are contacted to provide additional information to the school and support individual students by following strict guidelines. Confidentiality is paramount to this process and all educators who come in contact with students in the SEP are bound to this agreement.

EAP parent consent form is used to record consent for the school to collect data and information to determine the students' eligibility for and participation in the Education Adjustment Program (EAP) and sharing of medical information with outside agencies.

ECDP – Early Childhood Development Program

Miami State School is a cluster facility for students from birth to 5 years for all disabilities in the mid-coast region. Our ECDP offers programs for students ranging from the age of 3 to 4 years with specialised staff working with the children and families. Co-ordination of the ECDP is managed by the HOSES.

Miami State School has an enrolment plan in place and parents are encouraged to attend their local school for the students prep year.

Important Dates and Documentation

Upon completing and sharing relevant information with the school, parents/carers of students with a disability are provided with a pamphlet which highlights some of the information contained in this policy. This pamphlet is available to everyone involved in the education of students in the SEP.

An **ISP (Individual Support Plan)** is an educational plan that is Disability specific.

Parents/carers of students in the Special Education Program (SEP) are invited to attend an Individual Support Plan (ISP) meeting during the month of April of each school year. The ISP is reviewed in September where progress in relation to a student is recorded. The ISP is a document of intent which aims at improving the student's ability in relation to specific impairments and academic difficulties.

An **ILP (Individual Learning Plan)** is only required if a student cannot access curriculum at year level and requires modified curriculum and assessment.

These students qualify for formally modified reports at the end of Semester 1 and 2.

Behaviour Support

Miami State School makes systematic efforts to prevent problematic student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Staff members determine if the behaviour is minor or major and follow the Responsible Behaviour Plan for Students 2013 – 2015 to establish standards of behaviour, action consequences and work towards re-establishing positive work relationships.

At Miami State School, it is agreed that behaviour management is everyone's responsibility and that a collaborative and supportive approach to behaviour management is necessary. Students who exhibit ongoing levels of major behaviours are likely to need a negotiated Individual Behaviour Plan to establish positive behaviour and create a team approach to behaviour. It is also understood that support from the SEP team may be altered when emergency situations and/or critical situations arise. It is acceptable for the SEP team to temporarily reassign resources to bring about long term behavioural changes amongst some students.

SEP STAFFING

Staffing and how it is allocated –

- The Verification Process – This is a Quality Assurance process that EQ uses for funding. SEP staff work with teachers to complete this process. Information is gathered about the student and each disability has different forms and processes.
- After the Verification Process is completed and Central office has Quality Assured the student, an EAP – Educational Adjustment Profile is written.
- The EAP Profile is completed on-line and a Quartile is given to each student.
- Your SEP Case Manger will be able to let you know what quartile your students are.
- These Quartiles drive the Central Office Funding Model as at our Day 8 numbers.
- Quartiles- the following is our service delivery model for each quartile.

Quartile 1 – Consultancy Model – no in class support required – student fully participates in the class program.

Quartile 2 – May have some differentiation in some curriculum areas – a consultancy model.

Quartile 3 – Differentiation required and in class support from SEP.

Quartile 4 - Highest level of support - Differentiation required for some student in all curriculum areas. Health Plans, Risk Management Plans, Behaviour Plans required for some students to access the curriculum. Our HI students fall mostly under this quartile as they have risk management issues caused by their disability.

Quartile 4 students with an Intellectual Disability are able to access Special School Programs.

- Some SEP students who arrive or are diagnosed after October are not able to be verified until after Day 8. We do not get staffing for these students in the coming year.
- Day 8 numbers stay all year and we have to cluster students to cope with any growth.
- If we lose 10 Quartile 4 students during the year, our staffing will decrease for the coming year.

Education Adjustments

SEP staff and class teachers work together to provide education adjustments for students with disabilities by planning curriculum tasks.

Adjustments are the changes, supports or modifications that can be made to enable all students to learn and demonstrate:

- What they know;
- What they can do with what they know.

Adjustments can be made across any or all of the six component areas of the curriculum:

- Planning;
- Teaching and learning;
- Assessment;
- Reporting;
- Environment;
- Resources.

Some adjustments may be necessary throughout a student's educational career while other adjustments may only be needed for a short period of time.

Assessment and Reporting

Teachers align their planning, teaching, assessment and reporting to the curriculum to maximise the learning of their students. As students have different learning needs, levels of readiness, interests and preferences, teachers work to ensure that all students are engaged and challenged in learning. This occurs by using a range of teaching strategies and learning activities over time and in different contexts.

Teachers work collaboratively with other teachers and specialist staff to provide multiple opportunities for students to learn and to demonstrate their learning - (quote from Education Queensland website via OnePortal).

Students with ILP and accessing curriculum at differential year level require modified assessment which is then reflected in report and Oneschool. All ILP's are negotiated and agreed between parents, teachers and admin.

The SEP teacher and the classroom teacher jointly identify key learning areas and needs for all SEP students. Where the SEP teacher provides a structure for the collection of data and identification of learning goals; it is the classroom teacher's responsibility to jointly follow through with the identified recommendations and resource programs as necessary. The use of functional numeracy and literacy checklists, rubrics, anecdotal records and authentic assessment may prove to be preferred methods of assessment for students in the SEP.

It is expected that all teachers (including specialists) are able to report on all students in relation to their target areas, curriculum acquisition, behavioural, social and communication progress.

Glossary

Differentiation/differentiated instruction is the process of teaching and learning for students of differing abilities in the same class.

An **accommodation** allows a student to complete the same assignment or test as other students, but with a variation in time, format, setting and/or presentation. This action to an assignment or test-taking situation does not change the meaning of the student's score. Accommodations typically relate to the learning environment of the students and attempt to maximise equal access to the set task. An accommodation may consist of a student who is blind taking a Braille version of a test to a student taking a test alone in a quiet room.

Adjustments are changes and/or alterations to provide an equal opportunity in relation to access, participation and achievement for a learner with a disability. Adjustments can be categorised into 4 areas: presentation, response, setting and timing. Examples of possible adjustment include a student completing the work on part of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment.

A **modification** is an adjustment to an assignment or a testing situation that changes the standard for a particular student. Examples of possible modification include a student completing the work on part of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment.

http://www.education.nt.gov.au/data/assets/pdf_file/0019/20647/CurriculumDifferentiationEAP.pdf

An **(ISP) Individual Support Plan** is an educational plan that is Disability specific. The ISP is a document of intent which aims at improving the student's ability in relation to specific impairments and academic difficulties.

An **(ILP) Individual Learning Plan** is a document which is compiled by the classroom teacher, SEP teacher and parents/carers to identify priority goals/targets for the academic year. ILPs are only required for students who are learning from a different year level curriculum than their age cohort for a complete learning area. Data, checklists and anecdotal records about the student in relation to the identified areas of need are used to inform decision making and assign strategies to address target areas. It is intended that the ILP is kept alive and utilised throughout the academic year.