



# Urquhart Park Primary School

## SPECIAL EDUCATIONAL NEEDS POLICY

### **Rationale:-**

Urquhart Park Primary School is committed to creating a school community where all members are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Urquhart Park Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

### **Definition of Special Education Needs (SEN):**

As stated in the IB document Special Education Needs within the International Baccalaureate programmes, “the generic term ‘special education needs’ (SEN) has been adopted since it caters for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional and physical development.” The IB specifically address the following areas of special need, although these are not the only parameters under which students are identified and provided for:

- Specific learning difficulties
- Gifted and talented
- Autism spectrum
- Attentional disorders
- Physical disabilities
- Chronic illness
- Sensory impairment
- Mental health

### **Aims:-**

Urquhart Park Primary School aims to:-

- Acknowledge the importance of an inclusive educational setting
- Recognise and value the uniqueness of each student – the differing needs, learning styles, strengths and challenges
- Ensure that all students and members of our school community are treated with respect and dignity
- Ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities on the same basis as their peers
- Acknowledge and respond to the diverse needs, identities and strengths of all students

- Encourage empathy and fairness towards others
- Challenge stereotypes that promote prejudicial and biased behaviours and practices
- Contribute to positive learning, engagement and wellbeing outcomes for students.
- Encourage parents to be partners in their children's education

### **Implementation:-**

- Students with varying disabilities, English as an Additional Language Learners (EAL) and those identified as gifted and talented, are educated the majority of the time in general education environments, with appropriate support and services.
- Identified students receive support from teachers with specialised degrees and/or certifications in these areas through a co-teaching model or through a support program for part of their instructional day.
- All students receive scaffolded, differentiated instruction so that they can achieve agreed learning goals.
- Reasonable adjustments are made to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners.
- The Assistant Principal is assigned responsibility to co-ordinate the Disabilities program at our school, including the co-ordination of applications for funding, the co-ordination of Student Support Groups, the development and implementation of program budgets, co-ordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
- Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision. Student Support Groups will be invited to meet at least twice a year, and will make recommendations regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- The assessment and assistance of the appropriate student services will be co-ordinated by the Assistant Principal.
- School staff will meet with families prior to the admission of a student with special educational needs to ascertain and address specific needs and available school resources. This meeting will involve the Principal or Assistant Principal.

### **Related Policies**

Inclusion and Diversity Policy

Teaching and Learning Policy

Student Wellbeing and Engagement Policy

### **Evaluation:-**

This policy was last updated in 2018 and is scheduled for review in 2021.

