

Note: It is recommended that this Policy be read in conjunction with other ICPA Qld Inc Policy documents.



SPECIFIC NEEDS POLICY

(Specific Needs includes students with disability, learning difficulties and/or gifted and talented students.)

POLICY: THAT ADEQUATE FUNDING, FACILITIES AND SUPPORT BE AVAILABLE TO ENHANCE THE EDUCATIONAL REQUIREMENTS OF STUDENTS WITH SPECIFIC NEEDS WHO RESIDE IN REGIONAL, RURAL OR REMOTE AREAS.

OBJECTIVES:

STUDENTS WITH DISABILITIES, LEARNING DIFFICULTIES AND/OR GIFTED & TALENTED:

1. That students who require education at a special school are provided with access, accommodation and financial assistance.
2. That parents of students who are eligible for an EAP be provided with a full outline of the program as soon as possible.
3. That students who have a current Independent Education Plan (IEP) have that IEP implemented and monitored with continuity and the Head of Special Education (HOSE) attached to the school has the authority to ensure that the allocated hours specific to the student/s with a verified (IEP) are implemented. (2015:A24,A25)
4. That students with Dyslexia (or showing signs and symptoms of dyslexia) and other specifically diagnosed learning disabilities such as ADHD and Central Auditory Processing Disorder receive targeted funding to access individualised programs.
5. That the Department of Education recognise Dyslexia as a specific learning difficulty. (2018:A31)
6. That students with dyslexia are included under the Gifted and Talented Program.
7. That broad information in regards to gifted and talented education is available. (2017:S24)
8. That independent assessments of students by suitably qualified practitioners be recognised and funded by Department of Education where location prevents a timely response from an Education Qld Guidance Officer. (2015:S18)
9. That students are provided with:
 - a. Acceptance and integration;
 - b. Set procedures, guidelines and appropriate support on enrolment;
 - c. Ready and timely access to regional support staff and therapists and the full range of diagnostic tests. (2014:S9) (2016:A42) (2020:A22)
 - d. Adequate assistance from qualified learning support teachers;
 - e. Appropriate, flexible support services including Advisory Visiting Teachers and experts in private practice when necessary; (2020:A22)
 - f. Registration for user-site licences for equipment when necessary;
 - g. Access to a range of specific needs resources and teaching strategies which cater for all learning styles.
 - h. Aide time provided to implement programs put in place by professionals.

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10. That a streamlined transition process is in place to verify students with specific needs upon entry to the school system.
11. That all students with disabilities undergo a standardised verification process that is recognised by all educational providers. (2018:A30)
12. That SDE students eligible for special aide time are able to access it in their home classroom.
13. That all educators in schools and kindergartens are provided with:
 - a. Appropriate induction and professional development;
 - b. Access to expertise, materials and resources;
 - c. Current assessment kits required by guidance officers and speech and language therapists.
14. That Department of Education increase funding for occupational and speech therapy services in rural and remote schools.
15. That Department of Education consult and co-ordinate with appropriate organisations (including Gifted & Talented organisations) to bring together experts in the field of specialised learning to provide workshops, resources and support to rural and remote schools, students and families. (2015:S17) (2016:S17) (2017:S25)
16. That Education/Specific Needs and Health Therapies students from Universities and PHD Students are encouraged to work collaboratively with Distance Education families who are home tutoring a child with specific needs.
17. That no verified student is restricted financially by the implementation of the NDIS. (2017:S27)
18. That there is adequate Mental Health support for all schooling children/students regardless of how they are accessing their education. (2018:A34)
19. That Department of Education adopt the *Children Starting School in Rural and Remote Queensland Parent Resource* as mandatory and to be completed at enrolment in school. (2019:A34)

ALLIED HEALTH SERVICES

20. That Qld Health, Department of Education and Disability Services work collaboratively to make available:
 - a. The delivery of adequate Allied Health services in all regions. (2017:A22)
 - b. Travel assistance to access paramedical and other specialist services;
 - c. Incentives for more Speech Pathologists and qualified professionals to work in isolated areas;
 - d. Services such as speech therapy via web conferencing platforms to supplement face to face allied health services. (2020:A21)
 - e. Hardcopy resources to supplement face to face allied health services;
 - f. Continued access for those students who must continue their education away from home;
 - g. A mobile multidisciplinary group of specialists to travel to rural and isolated areas for assessment, ascertainment and support of children and families in isolated communities. (2015:S19)
 - h. A Special Needs In-Home carer where required. (eg via Remote Family Carer Services).
 - i. Experienced Health Professionals who are provided with in-servicing, regular professional development and mentoring;
 - j. Personnel to immediately fill any outstanding vacancy in isolated communities.
 - k. Mental health support. (2017:S26)
21. That relevant tertiary positions be increased to provide additional Allied Health Specialists.