



Program for Students with Disabilities Policy

(Ratified by School Council: June 2021)

PURPOSE:

Glen Waverley Primary School (GWPS), through the Program for Students with Disabilities (PSD) aims to;

- promote the inclusion of students with moderate to severe disabilities within our school.
- provide clear guidelines for how to support families of students with a disability.
- assist staff to formulate Individualised Learning Plans and provide students with opportunities to achieve success.
- create an educational environment and curriculum that is inclusive and meaningful to all students.

GUIDELINES:

The Department of Education and Training (DET) is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their needs. The Department provides a range of policies, programs and resources for schools to support the delivery of high quality schooling for all students, including students with disabilities.

The [Program for Students with Disabilities](#) is a targeted supplementary funding program for Victorian government schools. It provides resources to schools for a defined population of students with disabilities, with moderate to severe needs, who meet criteria for one of seven program categories:

- Physical disability
- Visual impairment
- Severe behavioural disorder
- Intellectual disability
- Hearing impairment
- Autism spectrum disorder
- Severe language disorder with critical educational needs

Under the program, resources are provided directly to Victorian government schools to support the provision of school-based educational program for eligible students with disabilities.

Program resources assist schools to meet their obligations under the Disability Discrimination Act 1992; they do not define or limit the support provided by a school for a student with a disability.

Funding made available through the PSD program is determined using a scale from Level 1 to Level 5, with Level 5 being the high end of the scale. Funding is utilised by the school directly to employ and pay the salary of Learning Assistants (Integration Aides) or purchase specific school resources as deemed necessary by the school, to support the individualised learning needs of the student. The management of the Learning Assistant and their timetable allocations is the responsibility of the



school's executive leadership team, it is encouraged that this is done in consultation with the student's family.

Each student who is eligible and granted PSD funding is required to have a documented Individual Learning Plan (ILP) which is developed by the classroom teacher in collaboration with the student's family, the Assistant Principal – Student Wellbeing and any other relevant parties. The duration of the ILP is generally one school term (approximately 10 weeks), however through consultation with the family, goals can be set for a longer period of time.

The family of each student who is eligible and granted PSD funding is required to be offered at least one Student Support Group (SSG) meeting per term, at which the school and the family will discuss and assess the progress of the student against the goals outlined in their ILP, then collaborate in the development of new goals. All parties attending the SSG meetings are then required to sign and date the ILP, with a signed copy provided to the family and a signed copy kept on the student's file at the school.

IMPLEMENTATION:

Eligibility of students for the PSD

If a teacher or family seek for a student to be assessed for their eligibility under the PSD, the following procedures apply:

- 1) The Assistant Principal and Principal are to be made aware of the concerns for the student's learning. Evidence based concerns are required for all cases and referrals are not to be made based on intuition.
- 2) The Assistant Principal will then discuss the student's case with the Student Support Services (SSS) Key Contact. Key Contacts are allocated to the school by the DET and work collaboratively with the school to provide a chain of communication to the region's Student Support Service Officers (SSSO's) being: Educational Psychologist, Speech Pathologist, Student Social and Welfare Officer.
- 3) If the Key Contact, in collaboration with SSS, and the Assistant Principal agree that there is sufficient data and evidence, the Assistant Principal will contact the family to discuss the student's learning needs.
- 4) The Assistant Principal will seek the written authority from the family for the student to receive the support of the SSS in determining particular learning needs.
- 5) Where applicable, The Assistant Principal will seek from the family copies of reports from external health professionals in regards to the student's particular learning needs.
- 6) An assessment for eligibility will then be undertaken. The steps involved in each assessment vary, and will depend upon the particular learning needs of the student.
- 7) Evidence and data is collected and reports are written by the SSSO's, with supporting documentation being provided by the classroom teacher and the Assistant Principal.
- 8) If the student is deemed to meet the eligibility criteria then a "PSD Funding Application" is led by the Assistant Principal.
- 9) An Educational Needs Questionnaire (ENQ) is completed during a formal meeting time. The family (parent), Assistant Principal and a DET Authorised Representative must be in



- attendance at the ENQ meeting. At this time, all attendees will be required to review and consent to all information being provided in support of the PSD funding application.
- 10) Relevant documentation will then be submitted by the Assistant Principal to the "Resources Coordination Group (RSG)" who are authorised by the DET to determine eligibility.
 - 11) The RSG will then review the student's eligibility against set criteria and determine the level of funding under the PSD (on a scale of 1-5).
 - 12) The DET will then advise the school of the outcome of the application.
 - 13) The school will then advise the family of the funding outcome and determine how the funding is to be utilised to support the individual student.

Duration of PSD Funding

Once a student has been deemed eligible for PSD funding, and the funding level established (1 to 5), funding eligibility generally remains the same for the entirety of their primary schooling, unless otherwise specifically mentioned as a condition of the student's PSD funding. During Year 6, the school is required to undertake a "Year 6-Year 7 Review" on behalf of the student, which determines the level of eligibility for PSD funding at secondary school level.

Unsuccessful Applications

If the PSD application is not approved, GWPS will ensure all available school based support services will be utilised, in order to best meet the learning needs of the child.

Unsuccessful applications may be re-submitted after two years, hence this may be considered, if all stakeholders are in agreement.

Individualised Learning Plans

All students on the PSD require a documented Individualised Learning Plan (ILP) as a condition of their PSD funding.

An ILP is a document which specifically details the following:

- 1) Individual Learning Goals for the student by curriculum area (e.g.: English, Social-emotional)
- 2) Teaching strategies to be implemented to support the student
- 3) Outcome Goals and the duration of the ILP
- 4) Evaluation of the student's progress against the ILP, in the form of comments and scores against a 5 point scale.

Student Support Group Meetings

A Student Support Group (SSG) Meeting is a meeting held for those people who are involved in supporting the student to achieve the goals detailed in their ILP. An SSG meeting can involve but is not limited to the following:

- Family (parents or guardians)



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Established 1960

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- Classroom teacher
- Assistant Principal and/or Principal
- Learning Assistant (Integration Aide)
- SSSO's or other educational support staff
- External health professionals (e.g.: occupational therapists, physiotherapists)

At the SSG, the school and the family openly and transparently assess the progress of the student in relation to their ILP goals and collaboratively develop goals for the upcoming ILP.

Throughout the term the parents of the PSD funded student and the classroom teacher will often communicate or meet in person to discuss the student's learning. These are not considered to be SSG meetings and are referred to as "parent meetings".



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RELATED LEGISLATION:

Program for Students with Disabilities DET Guidelines

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

Program for Students with Disabilities – Operational Guidelines for Schools 2022

<https://www.education.vic.gov.au/Documents/about/programs/needs/psdguidelines.docx>

Student Support Group – Guidelines for school and families

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/ssgguidelines.docx>

RELATED POLICIES:

- *Student Engagement and Wellbeing Policy*

POLICY EVALUATION:

Evaluation will be conducted every two years by the Education Subcommittee and Assistant Principal.

DUE DATE FOR REVIEW:

This policy is due to be reviewed in June 2023.