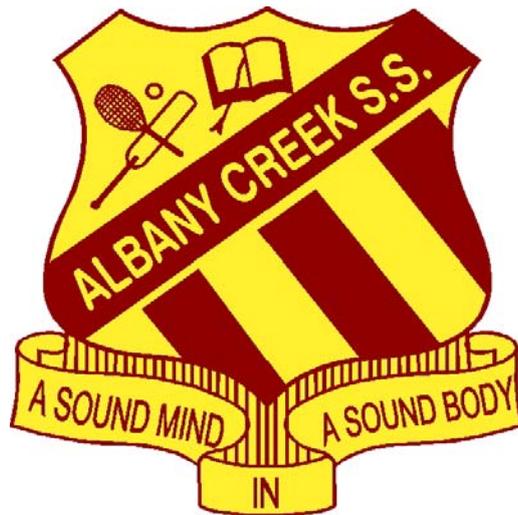


ALBANY CREEK STATE SCHOOL



Specialised Education Program

PROSPECTUS
2011

ALBANY CREEK STATE SCHOOL SPECIALISED EDUCATION PROGRAM

March 2011

FOREWORD

The *Specialised Education Program (SEP)* at *Albany Creek State School* providing a special education facility servicing *children with low incidence disabilities* in the Albany Creek community was authorised by Mr J. Burge, Executive Director of Metropolitan East Region, in a letter dated 17 November, 1994.

This program came to be known as the Special Needs Assistance Program (SNAP), and it is co-ordinated by the School Support Committee.

Meetings of the School Support Committee are held on a regular basis with the composition of the committee as follows:

- Administration Representative
- Guidance Officer
- Specialised Education Program Case Managers
- Year level Representatives
- Learning Support Teachers
- Other Specialist Personnel if available (Speech Pathologist, Occupational Therapist & Physiotherapist)

As of 30th March 2011 the program employed 2.5 Special Needs Teachers (Case Managers) and two permanent Teacher Aides. Additional Teacher Aides have also been employed according to additional needs.

A new Administration position was appointed this year. This Head of Special Education Services position is held by Christine Thomas.

Placement Criteria:

Students must have a [recognised diagnosis](#) prior to receiving a *Program* through the SEP. Recognised diagnoses are:

- [Intellectual Impairment](#)
- [Autism Spectrum Disorder](#)
- [Speech Language Impairment](#)

Other students with disabilities who attend Albany Creek State School will receive a *Service* provided by Advisory Visiting Teachers. Recognised diagnoses are:

- [Physical Impairment](#)
- [Hearing Impairment](#)
- [Visual Impairment](#)

Placement Procedure:

a) For students currently enrolled at Albany Creek State School...

- Formal testing (e.g. from a Guidance Officer and/or Speech Pathologist) or
- Medical advice (e.g. from a Paediatrician or Specialist) will lead to a diagnosis.

Formal documentation must be completed and verified by an external Education Queensland Verifier prior to placement.

b) For students currently enrolled at a school other than Albany Creek State School...

- The Guidance Officers at both schools will liaise to determine placement options. Sometimes the District Senior Guidance Officer will also be involved in this process.

Formal documentation must be sighted prior to placement. This information is usually accessed by Special Needs staff via the Education Queensland data-base once enrolment in the school has been finalised.

Transport:

A diagnosis does not automatically attract transport assistance, however to some circumstances eligible families may apply. Please contact the HOSES should you believe your student may be eligible.

Responsibilities of School Personnel within the program

The Class Teacher:

- To develop collaboratively with the Special Needs Case Manager and Parents/Carers, a clear statement of the educational objectives for the student in an **Individual Education Plan (IEP)**.
- To work in collaboration with the Special Needs Case Manager and other relevant personnel in the implementation of relevant IEP programs.
- To report on progress and collaboratively review the IEP goals every 6 months.
- To modify curriculum according to the student's needs.
- To collaborate with the Special Needs Case Manager to organise an alternate program, where required, for the student with special needs.
- To provide additional assistance as required for the student with special needs.
- To consult with and provide regular feedback to Parents/Carers.

The Special Needs Case Manager:

- To develop collaboratively with the Classroom Teacher and Parents/Carers, a clear statement of the educational objectives for the student in an Individual Education Plan (IEP).
- To work in collaboration with the Classroom Teacher and other relevant personnel in the implementation of relevant IEP programs.
- To seek support from Education Queensland specialist personnel where appropriate (e.g. Speech Pathologist)
- To collaborate with the Classroom Teacher to organise an alternate program where required for the student with special needs.
- To report on progress and collaboratively review the IEP goals every 6 months.
- To consult with and provide regular feedback to Parents/Carers.
- To liaise regularly with school Administrators and support personnel.

Guidance Officer:

- To provide appropriate testing to support diagnosis.
- To participate in the School Support Committee.
- To stay current with Education Queensland policy regarding transport.
- To maintain monitoring of each supported student.
- To provide support to staff where necessary.
- To provide support to Parents/Carers upon request.

The School:

- To provide support to the whole school; to the students with special needs, their teachers and families wherever possible.
- To offer maximum opportunities for inclusion at all levels and in all areas.

Administration including Head Of Special Education Services and Deputy Principal:

- To chair the School Support Committee.
- To provide continued support for all staff involved in supporting a student with special needs.
- To undertake considered placement of students into classes.
- To monitor the needs of students within the school.
- To include the SEP Case Manager in curriculum planning and extra-curricular activities.
- To provide Professional Development opportunities for staff
- To maintain contact with Parents/Carers

Nature of Support

The nature of support will be determined by school staff after consultation with parents/carers and other relevant professionals. This support may include...

- Regular class + SEP Case Manager consultation
- Regular class + SEP support for regular class curriculum
- Regular class + SEP support for regular class curriculum + minimal SEP withdrawal for alternate IEP programs
- Regular class + SEP withdrawal for sessions of an alternate IEP program

The number of SEP hours of support available for each student is determined by student need as well as practical staffing ratios. Details can be discussed at the IEP meeting.

Parent/Carers Role in the Program

Parent Responsibilities:

- To accept program placement according to Education Queensland policy guidelines
- To participate collaboratively in the IEP process
- To support school staff and to keep the facility up to date with relevant home information
- To respond to school staff requests for the student to be assessed by personnel from other agencies (e.g. physiotherapy)
- To assist with home tasks where appropriate