



Related Policies

CECG Enrolment

Purpose

To provide a framework to identify and support provisions for students with special needs.

Policy

Students with special needs are identified and supported at St Francis Xavier College.

The school’s processes and practices are informed by relevant disability legislation (Disability discrimination Act and Education Standards).

The school engages with the vision of inclusive practices as defined in the Archdiocesan *Equity Diversity and Inclusion* Strategic Plan as well as actively and systematically promote inclusive practices in our community according to the mission and vision of the Catholic Education Office.

Definitions

In this policy, students meeting Nationally Consistent Collection of Data (NCCD) status for disability are referred to as Students with Disability.

Categories of Disability

Physical	Cystic fibrosis	Asthma	Leukemia
	Anaphylaxis	Stroke	Acquired Brain Injury
	Traumatic-Brain Injury	Diabetes	Epilepsy
	Cancer	Chronic Fatigue Disorder	Heart Disease
	Tuberous Sclerosis	Cerebral Palsy	Juvenile arthritis
	Muscular Dystrophy	Multiple Sclerosis	Prader-Willi Syndrome
	Spina Bifida	•	
Cognitive	Intellectual Disability	Specific Learning Disability	ADHD/ADD
	Dyslexia	Dysgraphia	Aphasia
	Dyspraxia	Language Disorder	Social Pragmatic Disorder
	Learning Disability	Auditory Processing Disorder	Down Syndrome
	Foetal Alcohol Syndrome	Global Developmental Delay	Autism Spectrum Disorder (with Intellectual Impairment)
Sensory	Hearing Impairment	Vision Impairment	Sensory. Processing: Disorder
	Deafness	Blindness	Deaf/Blind dual sensory
	Cataracts	Otitis Media	Glaucoma
	Strabismus		



Social/ ¹ Emotional	Trauma	Anxiety	Depression
	Autism Spectrum Disorder (without intellectual impairment)	Oppositional Defiance Disorder	Conduct Disorders
	Psychosis	Eating disorders	Tourette’s Syndrome
	Obsessive Compulsive Disorder	Phobias	Post-Traumatic Stress Disorder
	Attachment Disorder	Bipolar	Borderline Personality Disorder
	Panic Attacks	Social Anxiety Disorder	

Students with an Imputed Disability are also recognised as Students with a Disability. According to the NCCD “An ‘imputed’ disability is something that someone believes another person has. To impute a disability the school team must have reasonable grounds to make such a judgement. At a minimum the student’s parent, guardian or carer must have been consulted about concerns the school has and involved in identifying reasonable adjustments to address the identified concerns”.

Procedures

1. Identification of new enrolments

When identifying students with disabilities, principals will:

- request permission to access relevant medical/educational documents, during the enrolment process and/or as appropriate thereafter
- consider student eligibility against NCCD criteria and participate in a discernment process to determine student needs
- contact a Catholic Education Office Wellbeing Officer to seek clarification where student documentation is unclear about student needs

If the above is to be completed as part of the enrolment, the Principal will conduct a process as per the Enrolment Policy for Systemic Schools, Schedule A - Enrolling Students with Disabilities.

2. Support Procedures

The school’s Inclusive Education Coordinators coordinates and is involved in delivery of relevant programs on behalf of Students with Disabilities.

Each student with a disability is required to have a Personalised Plan (PP).

The school’s Inclusive Education Coordinator and/or Year Coordinator will create and maintain the Personalised Plan collaboratively in consultation with parents, students and others as appropriate.

3. Resources

Programs for Students with Disability are to be reviewed on an ongoing basis at school level.

The Nationally Consistent Collection of Data (NCCD) review takes place every year in accordance with NCCD guidelines in preparation for the annual resource allocation process for the subsequent year.

A Catholic Education Office Wellbeing Officer, or their representative, may be involved in the formal review processes according to NCCD guidelines.

Schools are allocated NCCD funding on behalf of Students with Disability based on the student funding in accordance with NCCD guidelines.

For System accountability and resourcing purposes all Students with a Disability are identified by the school for census details.



The school determines the priority for the use of all available resources in accordance with student need and operation capabilities.

The school includes their Inclusive Education priorities including the provisions and adjustments for Students with Disability as part of their Strategic and Annual Management Plans.

References

Archdiocesan Special Needs Resources Packages 1 (1995) and 2 (2002)

2004 Special Needs Learning Support Handbook

Disability Discrimination Act 1992 (Commonwealth)

Nationally Consistent Collection of Data (NCCD)

SFX Inclusive Education Agreed Practice Guide

Forms

NIL

Information

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