

Florey Preschool Procedures for Meeting the Educational Needs for Students with a Disability

The following procedures align to support the implementation of the ETD Students with a Disability: Meeting Their Educational Needs policy

- Florey Preschool makes reasonable adjustments for students with a disability at the time of enrolment and during the course of their education, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities in the company of their same-age peers.
- Florey Preschool is closely connected to the Florey Primary Student Wellbeing Team and utilises aligned processes to engage support mechanisms to monitor the progress of students with additional needs.
- Florey Preschool parents and carers have access to the school counsellor who can provide them with information about relevant programs and/or referrals to community support services.
- Florey Preschool actively engages parents in the development and review of ILPs (Individual Learning Plans) as a means of supporting the educational needs of students with disabilities.
- Florey Primary School professionally supports preschool staff to participate in Student Appraisals (SCANs) through the provision of additional release from face-to-face teaching so that teachers (primarily) and Learning Support Assistants (secondly) are able to actively contribute to this collaborative resourcing process.
- Florey Preschool staff establish and maintain a supportive school environment that promotes the values of acceptance and diversity as well as tolerance and inclusion; promoting positive attitudes towards students with disabilities.
- Florey Preschool staff actively engage ETD support personnel through training and on-site mentoring to assist with programming, teaching and management of students with disabilities.
- Florey Preschool staff value the partnership of parents as primary carers in supporting school based learning and assisting staff to implement strategies that positively promote individualised learning and support each child purposefully towards achieving modified learning goals.
- Florey Preschool staff are supported to engage in ongoing learning related to disability education, through the provision of professional learning.
- Learning Support Assistants are employed to support funded students achieve the identified priorities within their Individual Learning Plans.
- Florey Preschool teachers and Assistants make reasonable adjustments to the play areas and activities to accommodate the capacity of each student with a knowledge and understanding of the underlying disability.

- Florey Preschool staff work in partnership with all stakeholders to include the child so that they feel a valued, participating member of the preschool group.
- Florey Preschool staff are guided by parents, medical practitioners and external agency providers with specialised knowledge of each child in accommodating educational and health needs and request written documentation and treatment plans to manage children effectively and responsibly. Parents are required to ensure that staff are kept up to date with copies of amended plans or changes to treatment protocols.
- Florey Preschool staff will liaise with Primary staff to ensure transition to the Primary site is effective. This process will be facilitated through the Student Wellbeing Team during semester 2 of the preschool year. Staff will also facilitate an effective transition, where possible, for children who may be attending kindergarten at another school site.