The Diocese of Maitland-Newcastle has embraced the Salamanca Statement, adopted by UNESCO in 1994, as its framework for action in the area of developing inclusive school communities and thus enhancing Special Needs Education. We at St Patrick’s P.S. fully endorse this statement.

1. **PREAMBLE**

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or difference they may have. Inclusive schools must recognise and respond to the diverse learning needs of their students, accommodating both the different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.”

For the purposes of this policy, the term “special needs” refers to those students who are educationally disadvantaged regardless of cause.

2. **RATIONALE**

St Patrick’s School, Swansea is an inclusive school that is committed to catering for the needs of all children by providing appropriate learning opportunities and experiences. The school is committed to the development of the whole person, providing that the resources, facilities and trained personnel are available.

3. **DEFINITION**

St Patrick’s Swansea recognizes children with special needs in the following areas:

- Intellectual Disability.
- Emotional Disability.
- Behavioural Disability.
- Learning Disability.
- Physical Disability
- G&T Students

4. **AIMS**

In providing an education equitable to all children, St Patrick’s Swansea aims to:

- Ensure that our teaching programs are inclusive of all children.
- Create a flexible curriculum to meet individual needs.
- Nurture the self-esteem of all children.
- Provide training and professional development opportunities for teachers and other appropriate personnel.
- Involve parents and the wider community.
- Seek advice and support from professional agencies, for teachers, parents and children.
• Promote links within the school and across school boundaries.
• Devote an appropriate proportion of our resources to providing support programs.

5. **IMPLEMENTATION**
   • Early identification of students with special needs is vital in order that these children may be supported as soon as possible in their learning. Identification procedures should involve parents, staff, the learning support teacher and at times support personnel (e.g. CSO education officers, community/medical personnel). Referrals are made via the learning support teacher (LST). CSO referrals are completed when a CSO education officer or the school counsellor are required to intervene.
   • All teachers will be involved in the implementation and provision of programs for children with special needs, including embedding goals as required.
   • Children receiving ‘Students with a Disability Funding- SWD’ and others with specific learning needs require Individual Plans in consultation with staff, parents and CSO personnel (when applicable).
   • Individual Plans (IPs) are updated each semester.

6. **RESOURCES**
   Appropriate resources suitable to the needs of individual children will be provided, e.g.
   • Commercially produced materials and programs.
   • Teacher-made materials.
   • Professional reading.

7. **ASSESSMENT**
   Assessment will be ongoing and continuous. A range of assessment strategies, suited to the learning styles of individual children will be used. Evidence of outcomes achieved will inform future intervention. From time to time, professional agencies may be called upon to assist with assessment and intervention strategies.

8. **BUDGET**
   In providing for children with special needs, a proportion of the school budget and school professional development funding will be allocated to the provision of resources and professional development opportunities as the need arises.

9. **EVALUATION**
   Every three years or as school events necessitate, this policy will be evaluated by staff. It will also be reviewed as part of the SEVDEV process.