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## ENROLMENT POLICY FOR CHILDREN WITH ADDITIONAL NEEDS

### St. Agnes' Primary School



#### **RATIONALE:**

At St. Agnes' Primary School we believe that all children have a right to equality and inclusive education where we can meet their specific needs.

#### **FUNDAMENTAL BELIEFS:**

- There is a need for a whole staff approach when integrating a child with additional needs.
- There is a need for a planned process, which will incorporate enrolment, transition, orientation and movement through grades of children with additional needs.
- Special consideration may need to be given to the emotional, social and spiritual development of the child, whilst there should be revised goal setting with regard to the child's educational and physical development.
- Professional development needs to be offered to the whole staff in the education of children with additional needs, whilst personnel directly involved need opportunities to negotiate personal and professional support and inservicing.
- Some parents will require inservicing opportunities to assist their knowledge and understanding of the child's additional needs.
- There is a need to educate all students with regard to the needs of a child and the best ways to interact and help foster the child's development.

#### **IMPLEMENTATION:**

- When application is made, the Principal consults with executive, field experts and Additional Needs coordinator as to the nature of the enrolment.
- A team is appointed to review each application. Team should include a field expert, Principal and Additional Needs Coordinator as core members.

#### **The role of the team could include the following steps:**

- Meet with the parents to identify the particular needs of the child and talk them through the policy. Establish a negotiated time-line for consideration of the future process of integration.
- Staff are informed of application and given the opportunity to express needs that may require

consultation. Some initial information relating to the need should be available at this stage.

- Ensure that the physical, social emotional and educational needs of the child can be met by the school.
- Avenues for special funding may need to be investigated so that the child can be provided with adequate support including personnel and resources.
- When the enrolment is confirmed, the team will consider the process of transition which may include:
  - school visits prior to orientation
  - a specialised/personalised orientation
  - handbook peer buddy
- The Additional Needs Coordinator, with involved classroom personnel, will arrange visits/contact to special units, early intervention centre, preschools, previous school etc, to establish a relationship with the child and to gain relevant information.
- An orientation plan is put in place by the team.

### **SPECIAL CONSIDERATIONS:**

Respite care may need to be made available to teachers and class members of children with additional needs.

Constant assessment through ongoing evaluations is recommended, eg: PPs reviewed each term.

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