



Warracknabeal Secondary College

Special Needs Policy

Rationale:

Warracknabeal Secondary College seeks to cater to individual students' special needs, whether these needs be physical or intellectual, at all times. Individual students' special needs include those of gifted students.

Aims:

Warracknabeal Secondary College is committed to providing an educational environment which is inclusive and accommodating, and which is stimulating, challenging and meaningful for all students. Staff will therefore endeavour to afford due consideration and attention to individual students' special needs in order to deliver such a curriculum.

Implementation:

The college will endeavour to identify students with special needs as early as possible in order to maximise learning opportunities, and for the sake of general student well-being.

Students with special needs will be identified, wherever possible through discussion with feeder schools prior to entering the college at the beginning of year 7 or in the case of students entering after year 7, with their previous school.

Staff will endeavour to identify previously unrecognised special needs of students via a number of methods, including class contact with students, class assessment, and frequent and targeted discussion of students with appropriate persons.

Professional Development is aimed to raise staff awareness in this area in order to assist identification of these students and their needs, and to facilitate their professional reading and development in order to keep abreast of latest developments.

Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

Staff will endeavour to accommodate student needs via a number of methods including:

- modifying curriculum in order to accommodate and cater to the special needs of individual students, and to enhance student learning. Tasks may be reduced or extended, depending on student need
- Providing flexibility in set tasks depending on student need
- Providing mentoring to staff and students
- Determining ability groupings within the classroom and adjusting curriculum to suit these groupings accordingly
- Providing varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc)

Evaluation: This policy will be reviewed as part of the school's three-year review cycle.

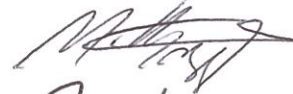
Ratified by School Council

Date:

16/5/16

Signed:

Principal:



School Council President:

 (Kylie Zenker)