

Student with Special Needs Policy and Procedures

1. Policy

Under section 32 of the Disability Discrimination Act 1992(DDA), all education providers must comply with the Disability Standards for Education 2005 (The Standards). The primary purpose of the Standards is to clarify, and make more explicit, the obligations of education and training service providers under the DDA and the rights of people with disabilities in relation to education and training.

Students with Special Needs are identified and supported Ozford according to this policy.

Oxford English Language Centre provides inclusive education as defined according to the mission, vision and philosophy of Ozford.

Oxford acknowledges some students have special needs as a result of disabilities, disorders, syndromes, or circumstances beyond the control of students. These students will require support and assistance to realise their potential. Staff, students and family need to be aware of strategies to identify and respond on an individual needs basis. Admissions and enrolment procedures do not discriminate against people with a disability.

See also:

Equal Opportunity Policy

Anti-Discrimination Policy

Anti-bullying and Anti-harassment Policy and Procedures

<https://www.is.vic.edu.au/managing-a-school/applying-for-funding/students-with-disabilities>

2. Procedures

This procedure relates to all services and interactions provided to Ozford students with a diagnosed disability.

2.1 Identification of students with special needs

When identifying students with disabilities, admission officer will:

- request permission to access relevant medical/educational documents, during the enrolment process and/or as appropriate thereafter
- contact Academic and/or Student Services staff to seek clarification where student documentation is unclear about student needs
- Contact Academic and/or Student Services staff unit to assist with enrolment interviews when requested or required.

2.2 Support for students with special needs

The ELICOS Coordinator and Student Services Department provide appropriate support to any student in need of help to maximise their learning opportunities from enrolment to completion stage.

Oxford will provide assistance with various processes which a person without a disability may not require. Amongst other things, Oxford will:

- Assist students who have difficulty with the application and enrolment process.
- Assist with accessing results, course advice and course transfers.
- Provide or refer students to student counselling services and intensive literacy and numeracy support when required.
- Monitor student progress and liaise with parents/guardian appropriately

Oxford will liaise on behalf of the student with special needs. This includes:

- Organise and allocate appropriate internal and external disability support staff
- Provide student/teacher liaison on delivery, assessment and learning support issues
- Provide advocacy and conflict resolution services if any grievance arises.
- Assess the student's learning support needs in consultation with each student (and/or an associate of the student)
- Recommend reasonable adjustments to delivery and assessment to appropriate teaching staff.
- Recommend tutor and assist students with understanding tasks, including the planning and reviewing of assignments, editing and proof reading.
- Provide appropriate disability support, e.g. Auslan interpreter, note taker, participation assistant, special equipment.
- Supervise and scribe for tests.
- Review reasonable adjustment arrangements as required to allow for changing needs of students
- Ensure adequate physical access and facilities.

2.3 Reasonable Adjustment for students with special needs

Oxford allows reasonable adjustment for any student with a disability to assist them to meet their course requirements. Teaching staff will:

- Help formulate and support the individual student with special needs learning program
- Implement individual learning programs for Students with special needs
- Work with ELICOS Coordinator and follow reasonable adjustment recommendations.
- Develop alternative assessment for students and support students through assessment tasks.
- Reassess students where required.
- Report/advise positive and negative outcomes to ELICOS Coordinator for early intervention, monitoring and/or change of direction