



# Mirani State High School

# SEP HANDBOOK

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# SEP Overview

- Mission Statement
- Vision and Purpose
- Role Descriptions

## **Mission Statement**

Welcome to Mirani SHS Special Education Program (SEP). Mirani SHS SEP has been supporting Pioneer Valley families and their children with a variety of special education requirements for many years.

### **Mission Statement**

**To assist students in successfully achieving goals and transition into the life post school, the staff of Mirani State High School SEP support students through the provision of an inclusive, supportive learning environment that focuses on individual and academic goals.** This includes:

- Providing support for students in class
- Working collaboratively with classroom teachers in the creation of unit plans to ensure adjustments for students with disabilities are made
- Providing support and training to the staff of Mirani State High School in understanding the nature of disabilities and the impact on learning
- Supporting students and families in the creation of SET plans as well as subject selections for future education and training opportunities

### **OUR VISION: “Making Diverse Futures Brighter”**

#### **Striving for Personal Excellence.**

Through setting goals, working with others, developing student independence and learning about the world we live in, students will become further equipped for the world beyond school.

## **SEP Principles:**

### **Achieving Personal Excellence:**

Working collaboratively with families and the community to strive for a student's personal excellence. Through this, students have the opportunity to develop a greater independence and self-confidence.

### **Supporting and Valuing Differentiated Learning:**

Differentiated instruction enhances learning for all students by engaging them in activities that better respond to their particular learning needs, strengths, and preferences. The goals of differentiated instruction are:

- To develop challenging and engaging tasks for each learner
- To develop instructional activities based on essential topics and concepts, significant processes and skills, and multiple ways to display learning
- To provide flexible approaches to content, instruction, and products
- To respond to students' readiness, instructional needs, interests, and learning preferences
- To provide opportunities for students to work in varied instructional formats
- To establish learner-responsive, teacher-facilitated classrooms

### **Safe and Supportive Environments:**

Through having high but reasonable expectations and supporting students to reach their potential, students will work towards developing skills to prepare them for life post school.

### **Strengthening Partnerships:**

Working with the community at a local, national and global level we provide multiple opportunities for students to succeed and become aware of the world they live in and the contribution they can make in a number of contexts.

## Australian Curriculum (ACARA)

### Students with Disabilities:

- Have access to the same opportunities and choices in the education of students without a disability
- Are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and set in age-equivalent learning contexts

### SEP Values the following '4R' s:

- Relationships
- Resilience
- Responsibility
- Respect



**Mirani State High School**  
SEP (Special Education Program)  
**Vision & Purpose**  
*“Making Diverse Futures Brighter”*

The **purpose** of SEP (Special Education Program) is to develop attitudes, desires, interpersonal skills, and knowledge necessary for entry into the occupational and general life of the community. The SEP provides opportunities for students to develop:

**Social Skills**

- Emotional Literacy
- Conversational Skills
- Problem Solving

**Literacy**

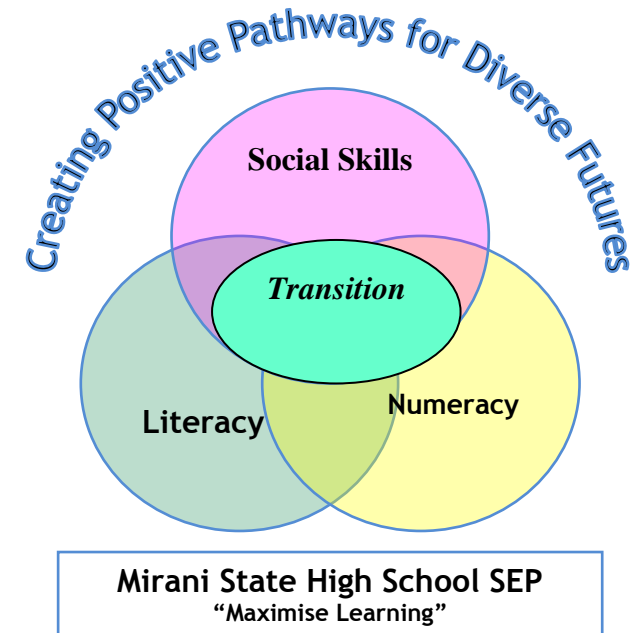
- Reading/Comprehension
- Speaking/Listening
- Writing

**Numeracy**

- Money/Budgeting
- Number
- Problem Solving

**Transition**

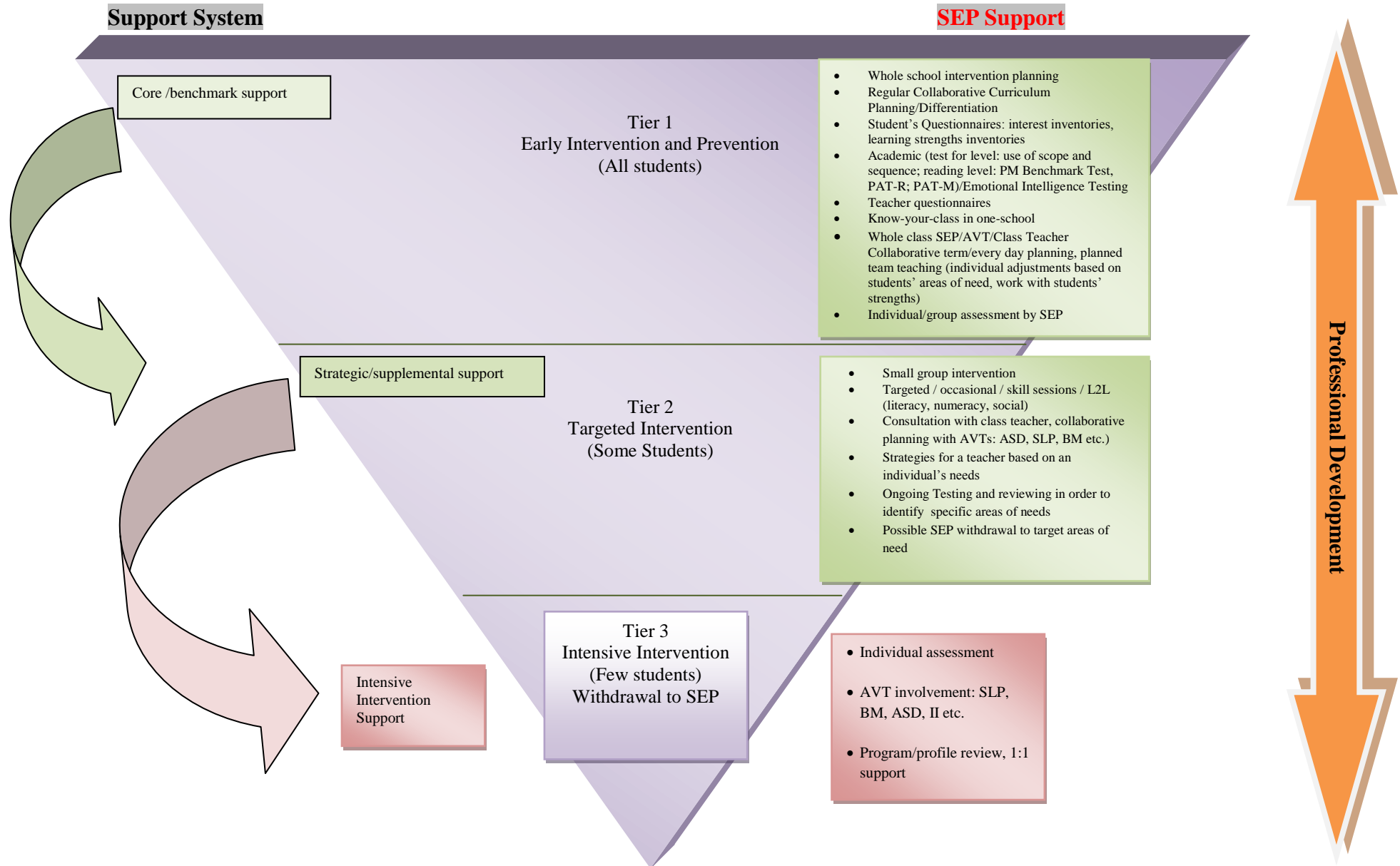
- Between community/ industry and the school
- Between the school and the community that will prepare students as citizens for life within and beyond Mirani
- Between TAFE and school



## **SEP Goals**

- Provide essential literacy and communication skills
- Develop attitudes and behaviours that are appropriate in today's society and connected with future needs.
- Provide self-help and life skills that will promote independence for each student.
- Broaden the student's knowledge and awareness of community resources.
- Develop functional academic skills that will encourage independence for students.
- Develop prevocational and vocational skills by providing work experience in the community.
- Develop leisure and recreational skills
- Develop problem solving skills to help students make the appropriate life choices.

### SEP Prevention and Intervention Framework





## Role Descriptions

### **Head of Special Education Services:**

- Educational/school leadership in the area of Special Education Services
- Collaborate with teachers, students and disability stakeholders, focusing on providing quality learning outcomes for all SWD's
- Coordinate and manage SEP staff and resources
- Coordinate and manage the development of student plans – Learner Profiles, Individual Student Plans, Behaviour Management Plans, Negotiated Education Plans
- Coordinate and manage the Educational Adjustment Program process – profile review, verification, validation
- Coordinate the case management process – duties, case files, timeframes
- Central role in the contribution to the development and implementation of curriculum for SWD's implemented within the SEP and the mainstream – SEP work programs for core and additional subjects, C2C interaction and delivery etc
- Monitor behaviour of SWD's
- Contribution to school wide Case Management of SWD's
- Coordinate Advisory Visiting Teacher involvement in the school
- Coordinate Work Experience and external program participation of SWD's
- Provide advice and guidance to teachers of SWD's
- SEP timetabling and class organisation
- Contribute to the Risk Assessment and Health Plan process for relevant SWD's
- Coordinate SEP Parent Group meetings and information sessions
- Develop and manage SEP policies, procedures and guidelines

### **Special Education Case Managers/Teachers:**

- Work collaboratively with stakeholders and advocate for the needs of students appointed to their case load
- Develop, produce and manage student plans for those appointed to their case load – Learner Profiles, Individual Student Plans, Behaviour Management Plans, Negotiated Education Plans
- Review Educational Adjustment Profiles
- Provide information for verification processes
- Co-ordinate validation evidence collection for students appointed to their case load
- Manage case files and information for students appointed to their case load
- Provide support to mainstream teachers to adjust/modify class content and assessments

- Provide support to mainstream teachers to adjust/modify unit plans and record data
- Collect data and make observations in regards to students appointed to their case load
- Plan for and teach core subjects in the SEP – differentiate teaching/learning process
- Plan for and teach additional support subjects in the SEP
- Team-Teach and provide learning support for appointed classes in the mainstream
- Liaise with Advisory Visiting Teachers
- Arrange for students appointed to their case load to participate in work experience and extra-curricular programs off campus

#### **Special Education Teacher Aides:**

- Administrative duties, reception skills and office duties
- Supervision of small groups of students, undertaking specific learning activities designed by a teacher.
- Mentoring other teacher aides and/or volunteers.
- Conducting reading groups, maths groups, art activities, and sports activities, including the gathering of applicable resources, in cooperation with teachers.
- Supervision of students on the playground, bus, during sporting activities and school excursions in partnership with a teacher.
- Contributing to the welfare, health and safety of students including the delivery of first aid.
- Assisting students with special needs, this may extend to moving disabled pupils, assisting with positioning, assisting with meals, toileting and dressing
- Maintaining anecdotal records on students for use in reviewing students' development.
- Displaying respect and empathy for students with high level needs and confidentiality, tact, reliability and sensitively to students and their families.
- Management of teaching/learning resources
- In-class support

#### **SEP Transition Officer:**

- Liaising with Community Agencies to research vocation training/work opportunities for SWD's
- Supporting SWD's with transition in the workplace and TAFE
- Collaborating with Key Professionals in the Mackay District and within the school e.g., Transition Officer In-charge
- Collaboration with SEP Case Managers and HOSES in order to cater and support SWD's with Transition to life post school
- Receiving emails and information from Key Professionals / Community Agencies and feeding information back to HOSES and SEP Case managers

# Teaching & Learning in the SEP

- Dimensions of Learning and Explicit Instruction
- Subject/Course Overviews (SEP Subjects, ICT, PECS, ASDAN education)
- Planning and Differentiation
- Mainstream Programs and Involvement
- SEP Support
- Additional/Extra SEP
- Curricular Programs
- Transition / Work Experience
- Student Supervision and Assistance Duties
- Parent Information Sessions
- Student Transport
- iPads and Laptop Devices

## Dimensions of Learning and Explicit Instruction

**Dimensions of Learning** is a comprehensive framework or model to help educators plan learning experiences for their students. It is based on extensive research about learning and how the mind works. It has been designed to help educators improve students' learning through planning curriculum, instruction and assessment using five critical aspects of the learning process, or dimensions of learning.

**Explicit instruction** is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

## Subject / Course Overviews

The Special Education Program (SEP) offers a range of subjects and course for students identified as having a disability. All subjects and courses offered by the SEP are taught by staff who are either Special Education trained and/or have extensive experience in the field. The SEP provides a supportive environment and small class sizes. A range of resources including interactive whiteboards, individual student laptops, iPads and concrete materials are used to aide in curriculum delivery.

### Literacy:

SEP offers a range of Literacy Programmes such as Words Their Way Phonics and Word Study Program, Reading Programmes such as Colourful Semantics and Four Blocks in order to adhere to the school literacy objectives. The Literacy programs are targeted toward increasing the literacy competency of students through direct instruction teaching of core literacy skills. Students are assessed and the milestones are tracked to determine literacy levels of functioning, and a highly individualised program is then delivered to increase student exposure and competency with literacy skills.

Words Their Way Program is the word study Literacy program for phonics, vocabulary and spelling Instruction. It is based on the word study and involves “doing” things with words – examining, manipulating, comparing and categorizing – and offers students the opportunity to make their own discoveries about how words work.

### **English; Math; SOSE / History; Science:**

The SEP offers alternate programs for students with a disability in years 8-12. These programs utilise The Australian Curriculum and C2C units to deliver learning experiences that are targeted toward the individual learner. Content is differentiated according to student's needs, with each student working towards alternate outcome junctures according to individual progression on the course. Students are provided with the opportunity to progress through the scope and sequence at their own pace, allowing them time to consolidate and deepen their understanding of the content. Assessment items are adjusted according to individual student's needs, and a variety of modes and disciplines are adopted for students to demonstrate their learning and understanding. Digital competencies and ICT's are also incorporated to support individual student's development. General Capabilities and Cross-curricular Priorities are implemented throughout all units as dictated by The Australian Curriculum

### **Health and Physical Education/Tai Chi/Yoga:**

Physical education for the special needs child will develop: physical fitness through walking, gym, yoga and Tai Chi; and fundamental motor skills and patterns through bike riding, dance and individual group games and sports. The program is adapted and activities and equipment are adjusted / differentiated to meet the individual needs of the special needs students. The goal is to ensure the student is participating and progressing and having some form of success. We have found that a vigorous physical program for our students with autism, cerebral palsy, intellectual impairment, visual impairment and other special needs (including attention deficit and hyperactivity disorder) has improved their strength, co-ordination, balance, flexibility, concentration, mobility, mood, social skills and self-esteem.

Students with Disabilities regularly, where negotiated with parents and teachers, join with mainstream classes to participate in practical sessions. Engaging with mainstream classes allows for development of social skills, participation in larger team sports, and access to a greater range of resources and equipment.

### **Foundation Art (FAR)**

Foundation Art fosters interest and enjoyment in the making and studying of visual art by special education students. It encourages the creative and confident use of technologies including traditional and contemporary art forms.

Special education students enrolled in Foundation Art will experience a variety of art making activities including a selection of 2D forms such as: drawing; painting; printmaking (mono prints, etching, foam printing, lino printing); photography; digital media; and mixed media collage. 3D forms may include: sculpture, ceramics, textiles and fiber art. Students will explore a variety of materials, techniques and processes and use a range of materials, techniques and processes to make artworks. 2D art materials may include: wet and dry media such as charcoal, ink, pencil, crayon,

paint, pastels, paper, cardboard, canvas, assorted collage, cameras and computer programs. 3D art materials may include: clay, plaster, scuptamould, wire, papier-mâché, dyes, timber, wool, fabric and felt. 2D techniques investigated may include: finger painting; spraying/dripping; splattering; brushing; smearing; dipping; rubbing; shading; smudging; dotting; cutting; gluing, carving and using a computer mouse or touch screen. 3D techniques may include: modeling; carving; constructing; assembling; rolling; tying; nailing; dyeing; weaving, felting and glazing. Students will also learn about the elements of art: line, shape, colour, tone and texture. They are given the opportunity to develop their own ideas and interpret other artists' work. Students may demonstrate achievement in relation to assessment, independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include: the provision of extra time; physical and/or verbal assistance from others; and the provision of technological aids.

The therapeutic qualities of Foundation Art can be utilized to enhance the emotional and social development of our special education students. The act of creating art can heighten their self-image and self-esteem. It promotes self-expression and encourages independence. Foundation Art also provides a constructive way for students to handle stress and cooperative work presents a positive model for social skills and interaction.

### **LEISURE & ALTERNATIVE PROGRAMS: VISITS TO DISABILITY CARE PROVIDERS**

These programs develop students' awareness of the range of leisure activities available within their local community. Students are encouraged to access and participate in a wide range of activities including leisure activities at a Blue Care Respite Centre as well as Mackay District Special School, walking, swimming, bowling and picnics. Students develop an understanding of the importance of leisure and recreation in their everyday lives.

### **PRACTICAL LIVING SKILLS/COMMUNITY ACCESS/LIFE SKILLS (PLS/CAX/LSK)**

This subject will be offered to all students. It is a life skills program which incorporates necessary skills for living independently. Students will develop skills in basic cooking, maintaining a household, budgeting and everyday functional activities. Students will learn workplace health and safety, kitchen skills, catering for both home cooked meals for the family, school restaurants and takeaways. Students will be given the opportunities to visit local cafes and restaurants. Limited work placement in catering venues may be offered as skills develop.

Moreover, this program incorporates both literacy and numeracy. In this course students are being prepared for living (post-school) in our community, completing units on building positive relationships, and also developing skills for appropriate relationships and communication in the workplace.

### SEP 'Healthy Living' Project; SEP Garden

We are excited to launch our new **SEP Enterprise Project, "Healthy Living"**, where we will be selling MIFSUD's fruit and vege's. Our customers will also *receive a special bonus per order – a bunch (of their choice) of our very own organic herbs from the SEP gardens*

We propose for this venture to continue into 2014 +, however this is the initial stage where we want to start it up and see how much interest there is, and where necessary 'fine tune' our system for ordering and delivery ready for 2014.

The most **crucial goals** of this project for our students are: *development of literacy, numeracy and social/life skills, in general, to prepare students for life post school.*



## QCIA:

The SEP offers the Queensland Certificate of Individual Achievement as an alternate senior pathway. The alternate pathway is designed for students with a disability that require a highly individualised program in the senior years. The QCIA is an official record that a student has completed 12 years of education. It summarises the student's skills and competencies for employers and training providers.

In all QCIA subjects, students work toward a set of individualised statements of achievement. These statements of achievement are grouped under curriculum organisers which are linked to a student's individual needs and desired outcomes. Subjects offered as part of the QCIA pathway are:

- Literacy
- Numeracy
- IT & Digital Competency
- Community Access
- Life Skills
- Cert II in Vocational Workplace Practices

In addition to the subjects stated above, students are also provided the opportunity to select one VET pathway subject. They undertake this VET pathway subject in the main school with support, and work toward achieving the associated competencies and full certificate where appropriate.

Students identified as benefitting from the QCIA pathway should be identified by the HOSSES during the year 10 SET Plan process (please see EAP Review and Student Plans Procedures and Guidelines document). The HOSSES should then complete all required paperwork and processes dictated in the QCIA Handbook obtained through QSA.







### ICT as an enrichment strategy in students' learning



At Mirani State High School SEP we are committed to creating engaging and supportive lessons incorporating Information and Communication Technologies (ICT's). We believe the learning environment must include opportunities that stimulate, extend and deepen student learning, through using everyday technologies students are familiar with (ie.in their daily lives). Moreover, SEP use modern technology devices such as iPads and a Smart Board (Interactive White Board; IWB) to support students' language development. Thousands of interactive activities are readily available to SEP staff and students on the unit's Interactive White Board. Teachers have eagerly incorporated this device into their 2014 planning to consolidate students' learning in the key learning areas taught in the Special Education Program.



## PECS (Picture Exchange Communication System)

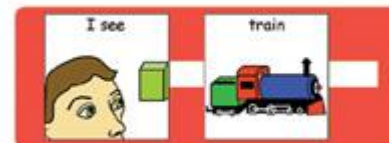
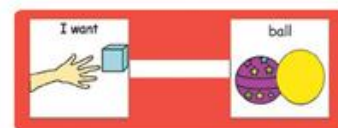
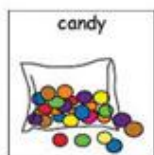


### The Pyramid Approach to Education

This approach, **The Pyramid Approach to Education**, embraces the principals of broad-spectrum applied behaviour analysis and focuses on the development of functional communication skills, independent of communication modality. The Pyramid Approach focuses on functional activities and communication, powerful reinforcers, and behaviour intervention plans.

PECS was developed in 1985 as a unique augmentative/alternative communication intervention package for individuals with autism spectrum disorder and related developmental disabilities. PECS does not require complex or expensive materials. It was created with families, educators, and resident care providers in mind, so is readily used in a range of settings.

PECS begins by teaching an individual to give a picture of a desired item to a "communicative partner", who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to answer questions and to comment. PECS has been successful with individuals of all ages demonstrating a variety of communicative, cognitive and physical difficulties. Some learners using PECS also develop speech. Others may transition to a voice output system.





ASDAN is the main part of the SEP life skills curriculum that links with ACARA (National Curriculum) in a variety of ways in order to achieve. It is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

Developed and managed by practitioners, ASDAN grew out of research work at the University of the West of England in the 1980s and was formally established as an educational charity in 1991.

ASDAN's charitable purpose is: "The advancement of education, by providing opportunities for all learners to develop their personal and social attributes and levels of achievement through ASDAN awards and resources, and the relief of poverty, where poverty inhibits such opportunities for learners."

### **ASDAN Programmes:**

ASDAN offers a wide choice of flexible, activity-based curriculum programmes that can be used in a variety of educational settings with learners working at a range of levels.

ASDAN Resources are designed to encourage skills development, particularly in preparation for the workplace.

### **SEN Opportunities**

The Preparatory Programmes are designed for learners with moderate, severe, complex, profound or multiple learning difficulties, working between P Levels 1-8 (below National Curriculum Level 1). These programmes provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills:

- New Horizons
- Transition Challenge
- Towards Independence
- Workright
- Literacy and Numeracy in Everyday Life

## Planning and Differentiation

All classroom teachers are required to engage in the unit planning process.

### **Differentiation:**

Differentiation maximises student learning and lies at the heart of quality pedagogy and classroom practice. It is reflected in curriculum planning and enacted through the differentiated daily interactions between the teacher and student

### **Documents and Texts:**

There are a number of documents which can assist Teachers in providing information and clarity around a student's needs, the impacts and implications of their disability; as well as general information about the inclusion of SWD's in mainstream classrooms. The following is a list of documents to utilise in the planning process:

- Learner Profiles
- Individual Student Plans
- Behaviour Management Plans
- Health Plans
- 'Students with disabilities in mainstream classrooms – a resource for teachers' (copies given to all department HOD's)
- Disability Specific Information



## School Programs and Involvement

All students with a disability have the right to access the main school for all programs and extracurricular activities. Students and their parents/carers can opt for varying degrees of main school involvement from a curriculum perspective. Students can undertake a fully mainstreamed program, where they attend a full timetable of main school subjects with or without the assistance of the SEP depending on their needs. Students can opt for a mixture of both main school and SEP subjects, again, with or without assistance from the SEP. Additionally, students can access the main school for elective subjects only with or without support, and attend SEP programs for all other subject areas.

In addition to the varying levels of main school access for curriculum subjects, students are also encouraged to participate in extracurricular opportunities on the same basis as their grade level peers. This means that all students with a disability are given the opportunity to engage in the following aspects of the main school:

- House Groups
- Year Level Parades
- Full School Parades
- Sports Carnivals
- Student Well-being Programs
- Lunch Time Activities
- Special/Celebratory Events
- Camps

In order for all students to successfully engage in the main school at their chosen level of degree, various support measures are put in place. These support measures include:

- **Case Managers** – every student with a disability is appointed a case manager to act as an advocate for their needs, maintain documentation and plans, and provide advice and support to main school staff
- **SEP Teacher Aides** – aides are available to attend classes with students based on their individual level of need. Aides can assist students with accessing the curriculum and the learning environment, as well as assist with mobility and health needs

- **Guidance Officer** – provide social/emotional support, assist with behaviour management techniques, support the development of positive self-esteem, and encourage appropriate school engagement and conduct
- **Social Skills Programs** – the SEP provide a social skills program for students with a disability to access. This program encourages the development of appropriate social skills and supports students to make positive interaction choices in the main school and all aspects of their lives.
- **Behaviour/Emergency Response/Risk Management Plans** – the SEP are able to develop and implement the stated plans to support students with their whole school involvement and access. The plans highlight student needs, required considerations, suggested actions, intervention and management measures, and goals. The plans ensure that all parties are aware of the student's needs and how to respond to situations which may arise as a result of the disability, both behaviourally and physically.

There is also a Mainstream Procedures and Guidelines for Students with Disabilities policy. This policy outlines the requirements of teachers in the main school in relation to SWD's in their classes. The policy can be found on the following pages.



### Classroom Support

The SEP has the capacity to provide varying degrees of classroom support, both as a part of its own program delivery and the delivery of subjects in the main school. Classroom support is provided based on students' needs and timetable requirements.

### Additional/Extra Curricular Programs

The SEP regularly affiliates itself with and/or provides the following additional/extra-curricular programs for SWD's:

#### **Social Skills "Talkabout" Program / Boys' and Girls' Club**

"Talkabout" program is an extra-curricular program offered by the SEP. The program is timetabled to operate for at least one lesson per week, or more frequently depending on student needs and flexibility in the timetable. The HOSSES should be the first person considered to run the program; however, other SEP teachers may be more appropriate depending on skills and the timetable.

The program covers the following areas and is closely linked to the Habits of Mind (Dimensions Of Learning):

- Goals setting
- Positive thinking
- Motivation
- Feelings
- Resilience
- Anger management
- Dealing with fear and anxiety
- Social skills

SWD's are considered for the program based on their needs. Students who have a high frequency of behaviour misconduct and truancy are highly recommended to participate in the program. Depending on numbers and resources, it may also be beneficial to offer the program to a select number of mainstream students that would benefit.



**Boys' and Girls' Club (ASDAN course 'Towards Independence'; Modules: Relationships; Self-Advocacy; Personal Safety; Knowing about Myself)**

Health education is an important curriculum area and topics such as safety, physical activity, nutrition, mental and emotional health, resilience and drug education and healthy relationships are covered from Kindergarten to Year 10. It is important that children and young people are given accurate, reliable and appropriate health information and skills in a supportive environment, and the home is one of the best places for this education to occur. However, support from the school environment is also important.

Teachers at this school are taking positive measures to help students understand all aspects of their health including their relationships and sexuality and how this relates to their lives now and in the future.

While the school setting and teachers are best placed to provide sexuality education, we acknowledge that relationships and sexuality education is a shared responsibility between schools, parents/carers and the community. It is important that school programs support young people in making informed choices about their sexual health. There is much evidence supporting the importance and effectiveness of sexuality education in schools that complements the work of parents/caregivers. Evidence shows that:

- Healthy relationships programs increase adolescents' confidence and ability to make informed decisions, delay the onset of sexual activity, decrease the frequency of sexual intercourse and promote safer sex practices
- There is a need to address the incidence of teenage pregnancy and increasing rates of sexually transmissible infections among young people.

Relationships and sexuality education should not suddenly begin in secondary school. Rather it needs to build on what has been addressed in primary school. Content differs from primary and secondary classrooms but the principles and skill development needed to assist young people to make health-enhancing decisions about their sexuality remain constant. Topics such as body parts, hygiene, healthy living, safe and unsafe situations, relationships and appropriate behaviours with family and friends, puberty, blood-borne viruses and pregnancy are covered in the first round. Second round covers sexuality education topics addressed include gender and power, reproduction, pregnancy, contraception, sexual health, consent, rights and responsibilities in relationships, finding reliable sources of information, managing risks and keeping safe.

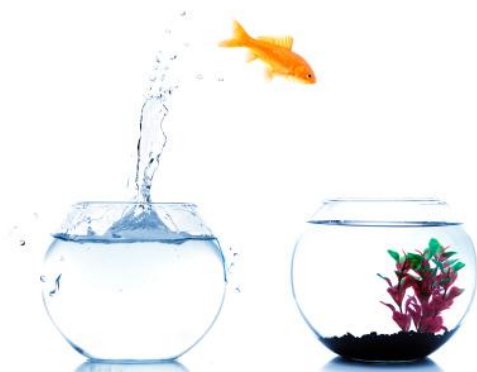
Students will be encouraged to discuss issues with parents via home activities. School-based nurse is running the Girls' group and School Chaplain is running sessions for boys.

### Transition/Work Experience

All Year 10, 11 and 12 SWDs have access to work experience through the main school. Work experience blocks occur at the end of each term based on year levels. Information about organising work experience will be given to students via the notes in CAM roles, and by subject teachers associated with the process. A main school work experience form will be provided to ensure the process is arranged and conducted appropriately. Some students may also be required to undertake compulsory placement based on their selection of VET courses. VET teachers will support students to arrange this form of placement.

In addition, work experience for SWDs can also be arranged through community organisations and employment agencies. This form of work experience can be a regular and ongoing occurrence and should be based around the student's future employment interests and prospects. In order to arrange work placement through an organisation or agency, the SEP Work Experience Nomination form must be completed and submitted to the HOSES 2 weeks prior to the commencement of the work experience. The HOSES will then arrange a contract to be drawn up with the VET Teacher Aide. This contract must be completed and signed by all parties before the student can commence work experience as it provides the relevant legal and insurance coverage.

The SEP Work Experience Nomination form can be found at the following location: W:\Departments\Special Education Program\Work Experience.



### Student Supervision and Assistance Duties

The SEP is required to provide student supervision and assistance under the following circumstances:

**Before School Duty** – the SEP must provide supervision of the SEP eating area from 8.30 – 9.00. This is usually conducted by a Teacher Aide.

**Playground Duty** – the SEP eating area must be staffed during both lunch breaks and should usually be conducted by a member of the teaching staff. Students should not freely access the SEP building during lunch breaks.

**Toileting Duty** – SEP teacher aides are required to assist in the toileting process for identified students. This duty occurs on a needs basis and should be directed by the Occupation Therapists and EQ Nurses that work with the student(s). Appropriate manual handling training should also occur.

**Special Duty** – some SWDs may require additional/one-to-one supervision/assistance during break times. This is usually conducted by a Teacher Aide.

**Extra-Curricular Activities** – extracurricular activities should be timetabled for each recess period to provide students with an alternate, structured and supported environment at break times. These activities should be conducted by a member of the teaching staff.

### Parent Information Sessions

Parent Group/Information sessions are conducted at the beginning of each year. Formal invites are posted to all parents/guardians of SWDs at least two weeks prior to the session taking place. The administration assistant may also phone parents/guardians in the days leading up to the session to confirm numbers.

The sessions are designed to provide parents/guardians with the opportunity to seek information ask questions and contribute to the educational experiences of their children. Therefore, guest speakers, community organisations and service providers should be invited to present at the sessions.

## Student Transport

### **School Transport Assistance Program for Students with Disabilities**

The department provides school transport assistance for students with disabilities where it is warranted by the needs of the individual student and by the circumstances of the family.

Parents/carers may contact the Education Queensland school or district office in their local area to discuss issues related to school transport assistance for students with disabilities. Details of the program can be found in the [School Transport Assistance Program for Students with Disabilities](#) section within the Education Policy and Procedures Register (EPPR).

In addition, Transport Coordinators are appointed within the SEP. They manage the application and amendment process for all SWDs that receive taxi transportation to and from school as part of the Assistance Program for Students with Disabilities.

Transport Coordinators are trained by District Office and have an understanding of the policies and processes that support the Transport Assistance Program. Therefore, Transport Coordinators should be the only people that are involved in the student transport process.

### **Travelling in Cars**

It is recommended that under no circumstance does a member of staff transport students in their own personal car. This is due to strict ramifications involving insurance, legal obligations, duty of care and safety.

**Taxi/Bus Travel** Taxi and bus travel can be arranged for the transportation of students to access a school based excursion or event.



### iPads and Laptop Devices

Students should not carry any of the devices and the devices should not leave the SEP building (unless specific arrangement has been made based on individual students' needs). Devices should be transported by a teacher or teacher aide.

Students are to use the devices whilst seated at a desk, and food and drink should not be present. iPads should be placed inside their protective cover before being accessed by students.

All repairs should be conducted by the ICT department. All damage should also be reported to the ICT department as each device has warranty cover.

