



Supporting Students with Disabilities Information for Families

This statement is designed to provide you with information about what you can expect from the school in relation to support for your child. At Peregrine we recognise that every young person has strengths and challenges, and that some of these challenges require specific supports to be in place in order to facilitate their wellbeing and learning.

At Peregrine, the foundation of our philosophy is to support students as individuals within a close community. We do this by:

- Keeping the school small
- Creating mixed age groupings
- Planning for learning by stage rather than age
- Providing for high teacher/student ratios
- Talking with students frequently about difference
- Taking a strengths based approach
- Having a flexible curriculum, based on the needs of the individual student

The impact of these philosophical and structural foundations is to create a community where difference is acknowledged and respected in ways that genuinely support students with and without disabilities. Our goal is to teach through lived experience, the value of diversity and of inclusion. To belong in such a community is a powerful way to support wellbeing and a strong sense of self, and to prevent harassment and victimisation.

In addition to the structures and processes listed above, your child may be supported with specific strategies. A few examples are:

- Small group learning in a particular area e.g. literacy
- Individual support in a particular area, provided by a teacher or teacher assistant
- An individual behaviour support plan
- An individual plan for home/school transitions
- A visual timetable
- Modifications to learning tasks
- Flexible breaks during learning time
- Specific furniture, learning materials, assistive technology

We may also consult with professionals involved in your child's care e.g. speech and occupational therapists and psychologists. This may involve visits of these professionals to the school on a regular basis. We aim to work as a team with these professionals to maximise the value of their input for your child.

Your child will be provided with an Individual Education Plan (IEP), which is reviewed and updated once per term. You and your child will be invited to participate in this review and to set goals for the

following term. If your child needs substantial and wide-ranging support, this will involve a meeting in person. If the need is more specific, it may involve two in person meetings: one at the start of the year and one mid year, as well as email updates at the end of Terms 1 and 3.

Schools are supported to implement their obligations to students with disabilities through a specific funding program called the Nationally Consistent Collection of Data (NCCD). This is intended to provide funds to schools according to the level of adjustments a student needs. There are four levels of funding under this program:

- Quality Differentiated Teaching Practice - no additional funding is provided because the student can be supported within normal teaching frameworks.
- Supplementary - the student requires some adjustments in one or more learning areas, but generally is able to access the school program as other students do.
- Substantial - the student needs multiple adjustments to access the school program and to be positively connected in the social environment of the school, and is supported with the involvement of multidisciplinary professional teams.
- Extensive - the student requires intensive individualised instruction in every learning area and needs planned support for personal care and communication.

The funding that the school receives for students under the NCCD is distributed according to the needs of those students, but not directly to those students. The funding received is in every case, less than the cost of providing supports to students, with the balance provided from general school funding.

These are some of the ways the school allocates NCCD funding and general school revenue to support students with disability:

- Salaries for teaching staff to coordinate support programs for students and professional learning for staff
- Time for staff to write, consult and review each student's IEP
- Additional time for consultation with students, their families and relevant professionals supporting the student
- Delivery of support programs
- Time to plan appropriately to support students to participate in appropriate learning activities and to incorporate aspects of the student's IEP
- Supervision to support positive social interactions
- Specific aides for students e.g. furniture, software, teaching materials
- Professional reviews and recommendations

In addition, financial resources are allocated to fund the school's basic educational and philosophical model, as outlined above.

Peregrine operates with a structure that is fundamentally different from that of mainstream schooling. It is not possible to quantify the benefit that this has in supporting students with disabilities directly, but it is foundationally significant and inherently more expensive than the conventional school model. Of course, our school model benefits all students, not just those with disabilities. However, it is an inextricable part of addressing needs and providing what, in conventional schools, would require an isolated adjustment to the general program.

You will find more information about the requirements for schools and your rights in the fact sheet that will be provided to you - NCCD Fact Sheet for Parents, Guardians and Carers.

You can also talk to us at any time for more information.