



## The Springfield Primary School



### Policies and Procedures for Students with Disabilities and Learning Difficulties

Name of the Policy	<b>Policies and Procedures for Students with Disabilities and Learning Difficulties</b>
Date Approved	<b>April 2022</b>
Date of Review	<b>March 2026</b>



## **Policies and Procedures for Students with Disabilities and Learning Difficulties:**

The Springfield Primary School is committed to providing an inclusive and supportive learning environment that caters to the diverse needs of all students, including those with disabilities and learning difficulties. We strive to ensure equal access to education, promote social inclusion, and foster a culture of respect and understanding.

### **Objectives**

1. Inclusive Education: Provide high-quality education that meets the individual needs of students with disabilities and learning difficulties.
2. Accessibility: Ensure physical and educational accessibility for all students.
3. Supportive Environment: Foster a supportive environment that promotes social inclusion, self-esteem, and confidence.

### **Procedures**

#### **Identification and Assessment**

1. Early Identification: Identify students with disabilities and learning difficulties through assessments, observations, and parental input.
2. Individualized Support Plans: Develop and implement individualized support plans (ISPs) in collaboration with parents, teachers, and specialists.

#### **Support Strategies**

1. Accommodations and Modifications: Provide reasonable accommodations and modifications to ensure equal access to education.
2. Assistive Technology: Utilize assistive technology to support students with disabilities.
3. Learning Support Assistants: Provide learning support assistants to assist students with disabilities and learning difficulties.



### **Teacher Support and Training**

1. Professional Development: Provide ongoing professional development for teachers on inclusive education, disability awareness, and support strategies.
2. Collaboration: Encourage collaboration between teachers, specialists, and parents to ensure consistent support.

### **Parent and Community Involvement**

1. Parent-Teacher Association: Foster a strong parent-teacher association to promote communication and collaboration.
2. Community Partnerships: Develop partnerships with community organizations to provide additional support services.

### **Monitoring and Evaluation**

1. Regular Review: Regularly review and update ISPs to ensure they remain effective and relevant.
2. Student Progress: Monitor student progress and adjust support strategies as needed.

### **Roles and Responsibilities**

1. Teachers: Implement ISPs, provide accommodations and modifications, and collaborate with specialists and parents.
2. Learning Support Assistants: Assist students with disabilities and learning difficulties, and support teachers in implementing ISPs.
3. Specialists: Provide expert advice and support to teachers and parents, and contribute to the development of ISPs.
4. Parents: Collaborate with teachers and specialists, provide input on ISPs, and support their child's learning.



## **Complaints and Grievances**

1. Complaint Procedure: Establish a clear complaint procedure for parents and students to report concerns or grievances.
2. Resolution Process: Ensure a fair and timely resolution process for complaints and grievances.

By implementing these policies and procedures, Springfield Primary School aims to provide an inclusive and supportive learning environment that promotes the academic, social, and emotional well-being of students with disabilities and learning difficulties.

