

# Support

## Special Education Support

Shailer Park State School Special Education Unit is dedicated to providing quality outcomes and continuous improvement for all students. We support students with the following verifications:

- Intellectual Impairment
- Autistic Spectrum Disorder
- Speech Language Impairment
- Visual Impairment
- Physical Impairment
- Hearing Impairment

A holistic approach is used to support each student.

Our Special Education staff use a team approach. Regular support and information is shared between parents and class teachers with the Special Education staff continually advocating for the needs of the student. The collaboration, cooperation and communication amongst all people involved are critical to our success. Through knowledge and understanding comes acceptance and effective inclusion.

Implementing strategies to effectively include these students proves a challenging task. The staff's continually expanding repertoire of practices ensures that students with disabilities are included, not just physically in the classroom, but as participating students in the regular day to day functioning and activities of their classroom.

In order for our program to be a success we require the expertise and dedication from our staff. In 2007 our staff includes:

### Acting Head of Special Education Services:

- Diana Boulter

### Special Education Teachers:

- Shelley Puri (Wednesday, Thursday & Friday)
- Saras Naidoo
- Lorraine Beardmore (Monday, Tuesday & Wednesday)
- Claire Devine (Wednesday, Thursday & Friday)
- Prags Kalli
- Miad Orlando
- Nancy Kunze (Monday & Tuesday)

### Special Education Teacher Aides:

- Sue Martin
- Ann Gibson
- Shirley Wells

- Diana Pitt
- Debbie Burns
- Carol Pearce

#### Support

The process of Special Education support is continually negotiated between the Classroom and Special Education teacher. Support is determined by a range of factors including:

- The student's IEP goals
- The student's Education Adjustment Program
- The classroom timetable such as specialist lessons
- And any other specific issues a students may have in accessing the curriculum

The degree of scaffolding is continually evaluated and monitored by Special Education staff and Classroom teachers so the student progresses and becomes more independent. This is achieved informally and formally. Special Education staff and Classroom teachers have daily contact with regards to each student. The balance between how long a student is required to stay in the classroom vs. staying in the unit is also determined by this process. At Shailer Park State School, we believe in building continual success with each child's ability to stay, participate and become an integral part of the classroom, with small amounts of withdrawal time, to be able to maintain this endurance in the classroom.