- The Special Education Program exists and operates within the organisational and administrative policies, procedures and personnel of Kenmore SHS
- The classroom teacher is primarily responsible for each student's academic participation and progress
- The Case Manager is primarily responsible for promoting and facilitating inclusion, access and equity

#### **ADVISORY ROLE**

(Emanating from IEP / EAP)

- Assess and advise on the impacts of disability on learning and participation
- Develop strategies to promote learning and participation / engagement
- Advise and assist with curriculum differentiation and appropriate modifications to classroom and assessment tasks

#### **POLICY IMPLEMENTATION**

(Education Queensland Policies)

- Coordinate Verification and Validation processes
- Develop and review Educationally Adjusted Profiles
- Coordinate and review Individual Education Plans
- Develop risk management and health safety plans
- Arrange application for Special Consideration through Queensland Studies Authority
- Complete administrative tasks and maintain student records associated with policy implementation

# Case Manager

## **SUPPORT ROLE**

(Emanating from IEP / EAP)

- Provide in-class support
- Facilitate alternative conditions for homework, assessment and examinations
- Withdraw from mainstream classes if required for one-on-one assistance / instruction
- Facilitate transition (primary→high school / high school→post school)
- Facilitate work experience / TAFE
- Monitor and support social/extra curricular participation and emotional well-being
- Make provision for 'down-time' / debriefing

## **COMMUNICATION / LIAISON ROLE**

(Developed within the SEP in the context of this school)

- Provide a single point of contact for individual students and all stakeholders in their education and welfare
- Liaise and maintain close communication with parents, class teachers and teacher aides
- Collaborate / consult with other school support personnel
- Consult / liaise with Education Queensland and other outside agencies / professionals / support personnel

# ADVOCACY ROLE

- Promote inclusion in mainstream classes and activities
- Ensure code of conduct issues and consequences are as per school policy with case manager present as advocate for student
- Consult with other stakeholders to develop behaviour management plans which may override/augment existing school behaviour management policies
- Organise and negotiate alternative assessment / settings / conditions / modifications for students in line with IEP and / or QSA guidelines
- Recommend / advocate for particular class membership / teacher allocation for individual students

#### **TEACHING / INTERVENTION ROLE**

(Developed within the SEP in the context of this school)

- Provide Accelerated Learning classes
- Develop and provide alternative academic courses (Educationally Adjusted English, Educationally Adjusted Maths, Work Education)
- Organise / provide social skilling activities
- Monitor, record, analyse and report student academic progress

(PLEASE NOTE: The SEP Case Manager's role is different from the Learning Support Teacher's role)