

Woodcrest College SEU

Students and Parents

Information

Location

The Special Education Unit (SEU) is situated in the Middle School and contains two teaching spaces, a kitchen work space, teacher work space and administration office space. The building is designed to meet the needs of all students with disabilities. In addition to this, we have a further SEU teaching space in M5.

In the Senior School we have an SEU classroom which is used to assist in supporting students in small groups, or one on one.

In the Junior School we have another classroom with a staff room, wet area, kitchen work space and fenced outside play area with an undercover eating space.

SEU Responsibilities

The SEU caters for students from Prep to year 12 and is coded for Intellectual Impairment (II), Speech language Impairment (SLI) and Autistic Spectrum Disorder (ASD).

The SEU is responsible for:-

- Producing Individual Educational Plans (IEP)
- Producing IEP Progress Reports
- Producing Educational Adjustment Plan Profiles (EAP Profiles)
- Producing Senior Education & Training Plans (SETP)
- Maintaining the EQ AIMS Data Base (AIMS)
- Supporting students in an inclusive educational environment.
- Supporting classroom and subject teachers in making adjustments to meet the needs of students in their lessons who have diagnosed disabilities (SWD's).

Works in Collaboration

The SEU works in collaboration with a range of agencies and support services to best meet the needs of students with disabilities:-

- Autism Queensland
- CYMHS
- Speech Language Pathologists
- Physiotherapists
- Occupational Therapists
- Guidance Officers

- School Nurse
- Learning Support Staff
- Advisory Visiting Teachers
- Behaviour Management Team
- Spina Bifida Hydrocephalus Queensland

Human Resources

The SEU currently has team of teachers, with wide ranging experience in both the mainstream and special education settings. Supporting the teachers and students we have a committed team of teacher aides, many of whom are qualified and experienced in working with students with disabilities.

Resources

Throughout the SEU classrooms we have:-

- TV/DVD/Video player in each of the sub-school SEU's.
- CD/Cassette player in each of the sub-school SEU's.
- Three computers linked to the school network.
- Integrated computerised learning systems.
- A range of reading materials designed to meet all levels of reading.
- Access to the resource centre/library

Provision

The SEU supports students in the following ways:-

In-class support

To assist with reading, recording and understanding within the classroom. Focus on supporting students to achieve their classroom IEP goals.

Withdrawal

To assist students with reading, spelling, handwriting, numeracy and other subject work in small groups and one on one. To also provide life-skills programs involving cooking, conflict management and community access.

Safe haven

A place where students can come to during the school day who require some respite, need some quiet space, or someone to listen.

Exam concessions

To allow students some extra time, or assistance with reading and other concessions that may be granted by the school, or Education Queensland.

Individual testing

A range of materials may be used to assess students reading, spelling, numeracy levels and understanding.

Transition Programs

When a student moves from one sub-school to another it can be very stressful, particularly for a student with a disability. This may also be the case when they change class at the end of a year level.

We also prepare them for the senior school where they have to move about the school from one lesson to the next. We guide our students through these transitions by designing programs that will make this process move more smoothly.

Junior School

The SEU currently supports more than twenty students in the junior school ranging from Prep to year six. Each student is allocated an SEU teacher as a case manager and they work with the classroom teacher to make the necessary adjustments to best meet the needs of the student. This may entail giving support in the design and delivery of specialist programs, teaching alongside the classroom teacher and working with the student to access the mainstream program. It may also involve one on one, or small group teaching, but the emphasis is always on an inclusive program. The Case Manager works with the parents and class teacher to produce the IEP and report on the IEP goals through the Progress Report. The support needs of the students are assessed on an individual basis. Whereas some students may require one on one adult support throughout the school day, others may only require small adjustments to their classroom program.

Middle School

The SEU currently supports more than twenty students in the junior school ranging from Prep to year six. Each student is allocated an SEU teacher as a case manager and they work with the classroom teacher to make the necessary adjustments to best meet the needs of the student. This may entail giving support in the design and delivery of specialist programs, teaching alongside the classroom teacher and working with the

student to access the mainstream program. It may also involve one on one, or small group teaching, but the emphasis is always on an inclusive program. The Case Manager works with the parents and class teacher to produce the IEP and report on the IEP goals through the Progress Report. The support needs of the students are assessed on an individual basis. Whereas some students may require one on one adult support throughout the school day, others may only require small adjustments to their classroom program.

Senior School

The senior SEU currently supports ten students in years 10, 11 and 12. Each student is allocated an SEU teacher as a case manager and they work with the each of the student's subject teacher to make the necessary adjustments to best meet their needs. The Case Manager works with the parents and class teacher to produce the IEP and report on IEP goals through the Progress Report. The case manager also supports the student to produce their Secondary Education & Training Plan (SETP) and to make the necessary updates in the plan up until they leave school. There is a strong emphasis in transition to post school life through functional academics, life skills and vocational educational training programs.

How parents can help

Often there are lots of new things to remember. Help to keep your child organised with books and equipment by providing a safe place to keep everything.

- Keep a copy of your child's timetable and keep it visible.
- Make sure he/she looks at it every day.
- Make sure they pack their bag with all their books and equipment for their lessons the next day.
- Don't forget completed home work.
- Check your child's home work diary regularly.
- Make sure he/she does their homework.
- Even sign it to say you have done so.
- Help write in dates and assignment deadlines.
- Alert teacher's to any homework difficulties, or if homework is taking too long to complete.

- Keep in regular contact with the SEU staff.

Continue to encourage your child to read to you. Reading together is a valuable experience. This could be road signs, labels, instructions as well as books, magazines and newspapers. They can all be used as a learning experience.

Always show an interest in what your child is doing at school and be prepared to help them. Encourage them, but at the same time don't be too questioning.

Name all clothing and equipment. If your child loses something, there is a greater chance of it being recovered if it has their name on it.

Check their equipment regularly. Check their school bags. They often forget or don't bother to give you important school notes about school visits and activities.

Encourage your child to ask for help before things get too difficult.

Remain positive about the school and the SEU; share concerns with us so that we can work together to address these promptly. This will enable your child to remain positive about school and the SEU.

Please do not hesitate to contact your child's case manager or the Head of Special Education Services (HOSES) if you have any worries or concerns.

Glossary of Terms

SEU - Special Education Unit
ASD - Autistic Spectrum Disorder
SLI - Speech Language Impairment
II - intellectual Impairment
PI - physical Impairment
VI - Visual Impairment
HI - Hearing Impairment

PDD - Pervasive Developmental Disorder
ODD - Oppositional Defiance Disorder
ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hypoactive Disorder
AS - Asperger Syndrome
AQ - Autism Queensland
STLD - Support Teacher for Learning Disabilities
GO - Guidance Officer
LST - Learning Support Teacher
ESLT - English as a Second Language Teacher
HOSES - Head of Special Education Services
BIT - Behaviour Intervention Team
CYMHS - Child & Youth Mental Health Services
AVT - Advisory Visiting Teacher
RA - Reading Age
SA - Spelling Age
IEP - Individual Educational Plan
EAP Profile - Educational Adjustment Profile
SET Plan -
VET - Vocational Educational Training
RMP - Risk Management Plan
BSP - Behaviour Support Plan