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**students with disability – meeting their educational needs procedure and hydrotherapy pools procedure**

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STUDENTS WITH DISABILITY – MEETING THEIR EDUCATIONAL NEEDS PROCEDURE AND HYDROTHERAPY POOLS PROCEDURE

This procedure 00093/1 must be read in conjunction with the Students with Disability Meeting their Educational Needs Policy.

1. Overview
   1. This procedure relates to the Students with Disability Meeting their Educational Needs Policy.
   2. It describes the processes in place to support the education needs of students with a disability; along with the requirements for the safe use by students of hydrotherapy pools.
2. Rationale
   1. The procedures reflect the Education Directorate’s support of and compliance with the [*Disability Standards for Education 2005*](http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf).
   2. Hydrotherapy pools are specifically designed for the use of people having severe and multiple disabilities and for other therapeutic purposes.
   3. In addition to these procedures, hydrotherapy pools must be used in accordance with the [*ACT Health ACT Swimming and Spa Pools Code of Practice*](https://health.act.gov.au/about-our-health-system/data-and-publications/codes-practice).
3. Procedures – Students with Disability Meeting their Educational Needs
   1. ACT public schools will:
   * establish a team to monitor the educational progress of students with disability, identify and coordinate the support mechanisms required to meet the educational, pastoral care, safety and health needs and coordinate their planning and review processes;
   * provide information about programs and procedures to parents, actively encourage their participation and work in partnership with families;
   * involve students and parents in the Individual Learning Plan process as students move through their schooling;
   * ensure all students receiving disability education services have an annual Disability Education Program Review meeting;
   * ensure staff understand and address their obligations under the policy, procedures and relevant legislation;
   * ensure staff have appropriate skills and relevant training to work with students with disability;
   * establish and maintain a supportive school environment for students with disability and promote positive attitudes towards students with disability within the school community;
   * report in the annual school board report and through Directorate acquittal processes on how resources for students with disability are used;
   * work in partnership with parents, other government service providers and relevant professions to identify appropriate support services to meet the student’s learning needs and aspirations post school; and
   * provide information to support the active participation of parents in key decisions relating to their child’s education.
   1. The Directorate will:
   * allocate additional resources to local schools through the Student Centred Appraisal of Need process, based on individual student need, in an equitable, transparent and consistent manner, to those students who meet the ACT Student Disability Criteria and who require additional support;
   * allocate resources to specialist schools through the Student Centred Appraisal of Need process;
   * allocate resources to local schools to support students with disability, whether they are in classes with same-aged peers (through the Inclusion Support Program) or Disability Education Programs (small group programs); and
   * provide, coordinate or support access to educational advice, professional development, coaching and support to schools and staff delivering services to students with disability.

Student Centred Appraisal of Need

* 1. The Student Centred Appraisal of Need is a process for assessing the educational support needs of individual students eligible under the ACT Student Disability Criteria and determining the level of resourcing needed for the student to access and participate in their educational program.
  2. Appraisals are held at key points of schooling.
  3. Provision is made for schools and/or parents to seek a review of the Appraisal.

Individual Learning Plan (ILP)

* 1. The Individual Learning Plan (ILP) identifies the student’s individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents and carers, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student’s personalised learning program.
  2. Every student accessing support under the ACT Student Disability Criteria or who is supported with additional resources or services must have a current ILP.
  3. The teacher with the major responsibility for coordinating and/or delivering the student’s educational program also has responsibility for coordinating the development of the ILP in collaboration with the student and parents and ensuring it is reviewed, at a minimum, on an annual basis.
  4. The ILP is reviewed through the annual Disability Education Program Review process.

Disability Education Program Review Meeting

* 1. An annual Disability Education Program Review meeting is required for each student with disability as defined in the ACT Student Disability Criteria or who is supported with additional resources or services from the Directorate.
  2. The meeting formally reviews progress against the goals and priorities identified in the ILP and reviews the ongoing appropriateness of the current placement.

1. Procedures – Hydrotherapy Pools
   1. Principals are responsible for ensuring hydrotherapy pool procedures are implemented.
   2. Students having the following medical conditions must be excluded from using hydrotherapy pools:

* hypertension
* compromised cardiac function
* other heart conditions
* respiratory conditions
* multiple sclerosis.
  1. Students having the following conditions must be excluded from using hydrotherapy pools:
* open wounds
* infections such as urinary, skin, eye and ear
* skin conditions such as tinea, rashes
* recent radiotherapy.
  1. Where there is doubt about any of the above conditions, written medical advice from a doctor should be provided to the school.

Safety

* 1. The student/staff ratio is a minimum of two staff members, one of whom is a teacher, supervising a maximum of 10 students.
  2. At least one staff member should have first aid qualifications and be competent in cardio-pulmonary resuscitation (CPR).
  3. The maximum time that any person may stay in a pool is 30 minutes.
  4. A first aid kit must be mounted on a wall within the pool area and clearly identified by a sign indicating “First Aid Kit”.
  5. A recognised resuscitation chart must be displayed immediately adjacent to the first aid kit in the pool area.
  6. A copy of the pool rules at **Attachment A**, together with standard safety signs, must be displayed in prominent positions within pool areas.
  7. When pools are out of service for any reason, a sign stating “out of Service” must be displayed outside the main entrance to the pool area.
  8. Safe Lifting-Student Handling procedures are to be observed for the safe handling of students and executive of student transfers and lifts, as set out in **Attachment B**.
  9. Where a hoist is provided:
* two persons are required to operate a hoist; and
* at least one of those people must have been instructed in its operating procedures.

Emergency arrangements

* 1. Hydrotherapy pool areas must have:
* an external telephone line; and
* access to a school intercom system.
  1. These services must be located next to each other.
  2. The following details must be provided adjacent to telephones and intercom systems:
* telephone numbers for ambulance, fire, police, nurse or first aid officer and school front office;
* emergency evacuation plans; and
* after hours school telephone contact numbers.
  1. Resuscitation equipment must be provided and located in a prominent position in the pool area.

Pool security

* 1. After using pools teachers must:
* check that all individuals have vacated all pool areas including all adjacent rooms
* disable automatic door operating devices with doors in the closed position
* disable the door latches in the latched position and lock the doors using a keypad code or keys.

Staff training

* 1. Schools will provide staff training to enable staff to maintain the following essential qualifications:
* first aid
* CPR processes and procedures
* pool hoist procedures where required.

1. Contact
   1. The Executive Branch Manager, Student Engagement is responsible for this procedure.
   2. For support contact Inclusive Education on (02) 6205 6925 or [disabilityeducation@act.gov.au](mailto:disabilityeducation@act.gov.au).
2. Feedback
   1. Any feedback about this policy, should be raised with the policy owner. Refer to Contact information above.
3. References
   1. Definitions

* Refer to the policy for relevant definitions.
  1. **Related Policies and Documents**
* [ACT Student Disability Criteria](https://www.education.act.gov.au/__data/assets/pdf_file/0009/17829/ACT-Student-Disability-Criteria-Jan-2021.pdf)
* [Student Centred Appraisal of Need](https://www.education.act.gov.au/__data/assets/pdf_file/0012/20127/20172701-Student-Centred-Appraisal-of-Need-Booklet.pdf)
* [Hydrotherapy Pool Maintenance](https://index.ed.act.edu.au/handbooks/school-management-manual/module-7-asset-management/hydrotherapy-pool-maintenance.html)
* [Community Use of School Facilities](https://index.ed.act.edu.au/handbooks/school-management-manual/module-7-asset-management/community-use-school.html) Policy
* [First Aid Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/first-aid/First-Aid-Policy)

**Attachment A**

**POOL RULES FOR SCHOOLS**

1. Before entering the pool observe normal hygiene practices by:

* using the toilet
* showering thoroughly (using soap/shampoo if necessary).

1. Swim nappies are to be used in pools - disposable nappies are not suitable.
2. Place any soiled nappies in nappy bin provided (in toilet area).
3. Ensure incontinent students are wearing swim nappies before entering the water.
4. Students with open wounds, colds, sores, infections ie, urinary, skin, eyes or ear, gastrointestinal conditions, skin complaints, that is, tinea, rashes including sensitivity or allergy to pool chemicals and recent exposure to radiotherapy must be excluded from the pool.
5. If a student urinates on tiles:

* thorough cleaning is required using a bucket, detergent and mop
* do not mop any of this water into pool gutters
* rinse and up-end mop to dry
* the bucket must be emptied into the toilet/sluice
* mop the area with dry mop.

1. If faecal matter is found in the pool:

* evacuate the pool
* if possible remove solid matter with cleaning device. Dispose of matter in toilet and clean cleaning device thoroughly
* summon help if necessary
* report incident to the school front office and executive staff and/or pool cleaning and maintenance company (see telephone contact immediately adjacent to the telephone)
* do not use the pool until it is cleaned by the pool cleaning and maintenance company.

1. Glass containers and food are not to be taken into the pool area.
2. **SECURITY PROCEDURES**

* The pool door must remain locked at all times.
* Report any problems immediately to the front office.
* Security pads (where installed) are for after hours use only.

1. **EMERGENCY PROCEDURES**:

* During School Hours Contact the front office by using the intercom or phone
* After Hours: Use the Emergency telephone Dial 0 then 000 for Ambulance
* Contact the principal to alert about the emergency

**ATTACHMENT B**

USE OF HYDROTHERAPY POOL HOISTS

1. Use of a hoist requires a minimum of two staff members.
2. One staff member must have received instruction and be competent in the operation of the hoist.
3. Transfers using a hoist are to be the shortest distance possible, that is, wheel the person in their chair to the equipment they are to be transferred onto before lifting onto the hoist.
4. Before performing a lift, staff members are to discuss/plan for the lift operation procedure.
5. Before attempting to lift, always explain to the person what you are going to do and why.
6. When re-positioning a person into a waterchair, a minimum of two staff members are required.
7. Before performing the re-positioning, the staff members are to discuss/plan for the   
   re-positioning procedure.