

POLICY: ICPA seeks equality in educational access and opportunity for children with special education needs living in rural and remote areas in the form of access to all adequate services and facilities to identify and assist those children who require specific education in order to achieve their maximum potential.

OBJECTIVES:

1. a. That there be provision of mobile units and itinerant specialists to visit homes and small schools in remote areas to identify and assist children with specific needs, and to provide support for their families. Early intervention is a high priority *and assessment should occur within one school term*.
- b. That small schools have access to special education teachers.
- c. That pre-service teacher training includes courses on recognition of children with learning difficulties or specific abilities, and the methods of assisting with such children.
- d. That unfilled vacancies for Special Education teachers in rural and remote areas be filled as a priority.
2. a. That special training centres be established to develop appropriate educational courses and prepare individual programmes to suit the needs of rural and remote children. Such programmes to be delivered to small schools or homes for implementation by local teachers or home supervisors.
- b. That suitable accommodation be provided at these and other appropriate centres where parents and children can stay for regular short periods to receive guidance, assessment and/or access to training and development courses.
3. That regular workshops and seminars be held throughout Australia for parents of rural and remote children with specific needs, to meet with each other, exchange problems and ideas and receive specialist help.
4. That extra Commonwealth funds be allocated to the South Australian Education Department each year to be used specifically to assist with the provision of specialist services and facilities for rural and remote children.
5. a. That there be provision of adequate financial assistance to enable rural and remote families to gain access to special education and other support services without undue hardship.
- b. That there be a review of assistance for the educational, health, therapy, accommodation and travel requirements of children with disabilities to seek ways of rationalising and co-ordinating such assistance and guaranteeing proper and adequate assistance to each family commensurate with individual needs.
6. a. That there be co-ordination of the work of existing organizations at all levels (government and voluntary).
- b. That a liaison person or agency be provided to advise rural and remote families on services available, and to assist in overcoming confusion caused by inter- departmental responsibilities, eg: of the Departments of Education, Health and Family & Community Services.
7. a. That specialised programmes be introduced into a greater number of secondary schools, thus enabling more students with special needs to receive their education through normal streams.
- b. That cottage type residential facilities be provided, together with special transport, to enable rural and remote children with special needs to attend appropriate schools as day students.
8. That classes and accommodation be provided in boarding schools for children with specific needs.
9. That the South Australian Education Department include severe learning disabilities as a recognised disability in their "Students with Disabilities" Policy.