Student Disability Support Framework

Student Disability Support Framework

Purpose:	The purpose of this framework is to effectively outline the phased approach implemented to: • Identify students with a disability • Devise an Individual Educational Program (IEP) specific to the individual needs and unique characteristics of each student and their personal circumstance, that clearly outlines the supports/adjustments required to be implemented to effectively support and engage the student to thrive throughout their learning journey • Regularly review the effectiveness of the supports/adjustments implemented for each student and update accordingly to ensure continued personal growth, academic progress and engagement throughout their learning journey • Work in consultation with external stakeholders including but not limited to parents/guardians, specialists, youth justice, social workers, child protection etc
Scope:	Students (including prospective) and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Men of Business Academy

Status:	☐Draft ☒Approved	**Supersedes:** 2024 Student Disability Discrimination Policy
Authorised by:	Executive Manager – Jason Sessarago	**Date of Authorisation:** 16/05/2025
References:	• Anti-Discrimination Act 1991 (Qld) • Australian Education Act 2013 (Cth) • Australian Human Rights Commission Act 1986 (Cth) • Disability Discrimination Act 1992 (Cth) • Disability Services Act 2006 (Qld) • Disability Standards for Education 2005 (Cth), including Guidance Notes · Education (Accreditation of Non-State Schools) Act 2017 (Qld) • Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) • Education (General Provisions) Act 2006 (Qld) • Privacy Act 1988 (Cth) • Men of Business Academy Student Disability Framework • Men of Business Academy Anti-Discrimination Policy • Men of Business Academy Anti-Bullying Policy	

- Men of Business Academy Child Protection Policy
- Men of Business Academy Student Code of Conduct
- Men of Business Academy Employee Code of Conduct

- Men of Business Academy Complaints Handling Policy
- Men of Business Academy Complaints Handling Procedure
- Men of Business Academy Privacy Policy

Review Date:	Annually		**Next Review Date:** 16/05/2026
Policy Owner:	MOB Academy Ltd trading as Men of Business Academy – Board of Directors		

Statement

As a Special Assistance School designed specifically for boys who have disengaged or are at risk of becoming disengaged from education, Men of Business Academy is focused on effectively mentoring and supporting each student in their journey to become a better man and re-engage them in learning and life through a holistic and personalised phased approach. With one of the primary reasons young men become disengaged from learning identified as being a direct result of an underlying undiagnosed disability, Men of Business Academy has designed a systematic and intentional curriculum with in-built adjustments, that fosters quality teaching, integrates targeted engagement strategies, and establishes real-life connections. This framework demonstrates Men of Business Academy's commitment to providing individualised student support/adjustments throughout a student's learning journey that promotes continued personal growth, academic progress and increased engagement.

Meeting Students' Needs – A Phased Approach

Phase 1: Identification, Enrolment, and Initial Assessment (Years 7-12)

Objective: To comprehensively assess and understand each student's academic, social, and emotional needs to inform tailored support strategies.

Deliverables
1. Referral Pathway
- Establish clear connections and collaboration channels with local schools, government agencies, and community organisations to identify at-risk students.
- Develop a streamlined referral process that ensures students can be quickly and appropriately referred to the program based on their individual needs.

2. **Comprehensive Enrolment Process**
   ▪ Build an initial, supportive relationship with families and/or caregivers to foster trust and transparency.
   ▪ Gather detailed information about the student's medical/disability history, learning history, risk factors, academic and personal challenges, and specific goals to better understand their needs.

3. **Initial Needs Assessment**
   ▪ Conduct non-intimidating, comprehensive diagnostic assessments in literacy, numeracy, and social-emotional skills to establish baseline levels and areas of need.
   ▪ Use a combination of assessments to gain a holistic view of the student's abilities and challenges.

4. **Individual Student Profile (includes student's IEP)**
   ▪ Compile data from the medical/disability history, diagnostic assessments, as well as information on effective learning strategies, academic difficulties, past support programs, personal interests, and individual goal setting.
   ▪ Create a personalised profile for each student to guide tailored support and interventions throughout their time in the program.

5. **Orientation Program**
   ▪ Provide a structured, welcoming introduction for all enrolling Year 7-12 students and their families.
   ▪ Familiarise families with the MOB Academy's facilities, philosophy, core values, and available support systems to ensure alignment and mutual understanding from the outset

Phase 2: Early Intervention and Engagement (Years 7-8 Focus)

Objective: To create a safe, structured, and engaging learning environment that fosters re-engagement and addresses early signs of disengagement, while promoting positive behavioural, academic, and emotional growth.

Deliverables
1. **Student Impact Framework**
   ▪ Design and implement tailored learning programs for students in Years 7-8 that focus on student behaviour, mindset and learning, providing necessary adjustments to address individual needs.
   ▪ Ensure alignment with the Gold Standard Education & Mentoring commitment, integrating strategies that promote student engagement and personal growth.
   ▪ Regularly assess and adjust plans to ensure continuous improvement and student success.

2. **Delivery of EMI (Explicit MOB Instruction)**
   - Implement the **Explicit MOB Instruction (EMI)** pedagogical approach, specifically developed for disengaged boys through the process of 'MOBification'.
   - Focus on tailored strategies that effectively engage and educate students, ensuring a clear connection to the MOB Academy's vision and goals.
   - Provide targeted support for students who exhibit early signs of disengagement, using this approach to bring them back on track academically and behaviourally.

3. **Fostering Mentoring Relationships**
   - Build and strengthen mentoring relationships through intentional practices rooted in the MOB Academy's Cultural Principles that directly support the core values of respect, passion, gratitude, ownership, and family.
   - Ensure that mentors engage students in meaningful, consistent interactions that encourage positive behavioural changes and academic improvement.

4. **Delivery of the MOB Life Program**
   - Implement the **MOB Life Program**, a bespoke Social & Emotional Learning (SEL) initiative tailored to address the unique needs of boys in Years 7-8.
   - Explicitly teach emotional regulation, resilience, interpersonal skills, and self-awareness to help students navigate social and academic challenges.

5. **Parental and Family Engagement**
   - Develop and implement a comprehensive strategy to actively engage families in the learning process and support their child's development.
   - Regularly provide families with updates on their child's progress, including academic, social, and emotional development, through meetings, reports, and communication channels.

Phase 3: Skill Development and Pathway Planning (Year 9-12 Focus)

Objective: To build on student engagement by developing key academic, vocational, and life skills that will prepare them for successful pathway planning and decision-making upon leaving MOB Academy.

Deliverables:

1. **Expansion of the Student Impact Framework**
   - Design and implement tailored learning programs for students in Years 9-10, incorporating a broad range of academic and pre-vocational options that align with real-life career opportunities and future pathways.
   - Uphold the Gold Standard Education & Mentoring commitment by creating opportunities for students to take on increased personal responsibility, accountability, and leadership in their learning and development.
   - Continue to provide adjustments to address a student's identified learning needs and/or support and improve their engagement, social and emotional wellbeing.

2. **Refined Delivery of EMI (Explicit MOB Instruction)**
   - Focus on gradually transferring ownership of learning to students, with an emphasis on exploring individualised career pathways that align with their strengths and interests.
   - Provide hands-on opportunities for vocational tasters and interactions with industry professionals, facilitating real-world connections and insights into potential career paths.

3. **Facilitation of Access to Support Services**
   - Establish and maintain strong connections with external support services, including mental health professionals, counsellors, and community organizations, to address the holistic needs of students.
   - Ensure that students have seamless access to appropriate support services, tailored to their academic, social, emotional, and vocational needs.
   - Provide guidance and advocacy for students and families in navigating available services, ensuring timely intervention and comprehensive care.

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Phase 4: Transition and Alumni Support (Ongoing)

Objective: To provide sustained support and guidance for students as they transition beyond the MOB Academy, ensuring continued success and connection through ongoing alumni engagement.

Deliverables
1. **Post-MOB Support**
   - Provide ongoing access to a comprehensive range of resources post-graduation, including career counselling, mental health services, mentoring, and vocational training opportunities.
   - Develop an online portal or communication platform for alumni to access these resources, fostering continued engagement and support.
   - Ensure that alumni are connected with local community services and opportunities tailored to their evolving needs.
   - Regularly update alumni on available support programs, scholarships, and job opportunities to ensure they remain informed and supported.

2. **Framework for Case Management for Transitioning Students (End of Year 10)**
   - Develop a flexible and individualised case management framework to support students transitioning at the end of Year 10, ensuring continuity of care and support.
   - Implement regular transition meetings with students, families, and staff to discuss goals, concerns, and opportunities as students move toward post-school pathways (further education, vocational training, or employment).
   - Provide personalised action plans for each student, outlining key steps for a successful transition, such as further education applications, career advice, and personal development strategies.
   - Ensure that this framework is adaptable to meet the unique needs of students at different stages of transition, offering a responsive and comprehensive support system.

3. **Mentoring Initiatives**
   - Establish a formal mentoring program where alumni are paired with current students to provide guidance, career advice, and emotional support.
   - Create opportunities for alumni to mentor students in Year 9-10 as part of their pathway planning, offering real-world insights into career and vocational choices.
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- Host regular alumni-student events, where former students share their experiences and expertise.
- Encourage ongoing communication between mentors and mentees through structured check-ins and informal interactions, creating a lasting bond of support.

4. **Building an Alumni Network**
   - Continue our current alumni network that focuses on maintaining ongoing connections, ensuring that our boys understand they are always part of a supportive family, with a welcoming home that remains open to them throughout their journey.
   - Use the alumni network to create opportunities for students to connect with former classmates and alumni, fostering lasting friendships and offering job shadowing, work experience, and networking opportunities to support their career development.
   - Create and maintain an alumni network that is actively engaged with current students, particularly from Years 7-10, to foster long-term relationships and community.