



4.1.20

## St Leonard's Primary School Student Support Policy

### **Rationale:**

- We believe that children's learning rate and capacity vary greatly due to the diversity of all children (including but not limited to the needs of Aboriginal and Torres Strait Islander children, children from cultural and linguistically diverse backgrounds, children with disabilities and children who are vulnerable). While classroom programs at St. Leonard's endeavour to meet the learning needs of all children, some students require modification to the content, pace or delivery of the curriculum to meet their needs. When students' learning needs are different to the curriculum for their year level, they should be addressed differently.
- St. Leonard's applies the 'Waves of Intervention' model which expresses the idea of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

*Wave 1* describes the program offered to all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

*Wave 2* describes targeted small-group intervention for pupils who can be expected to catch up with their peers with modification to the class program.

*Wave 3* is about intervention for children for whom quality class teaching and Wave 2 catch-up programmes are not enough. At St. Leonard's, students who qualify for Wave 3 programs are targeted through a rigorous assessment schedule identifying students who are working well below the expected attainment for their year level. Students funded under the LNSLN program also access Wave 3 intervention enabling the provision of reasonable adjustments to support their academic, physical, social and emotional needs.

### **Aims:**

- To ensure that all students have access to high quality, authentic learning opportunities

### **Implementation:**

- The Student Services Coordinator leads the team of Learning Support Staff who implement the Personalised or Small Group Learning Plans (PLP's). The Coordinator works with class teachers, Literacy, Numeracy and Teaching & Learning Coordinators to identify the students who require Wave 3 support.
- The collection of data underpins the process for identifying students needing support. Literacy and Numeracy data informs staff of students whose learning is most at risk. The Student Services Coordinator is responsible for creating an PLP for these students and training Learning Support Staff in implementing the program.
- Individual or group Personalised Learning Plans are devised with attention to the student(s) entry skills. The entry skills form the starting point for the intervention and goals and strategies are established to increase the student(s) skills and strategies to a higher level. Assessment and monitoring is built into the PLP and the results determine whether further intervention is required, or classroom independence in the given skills has been achieved.

### **SWD Funding:**

- St. Leonard's accepts and adheres to the The Disability Standards for Education which ensure that students with disabilities can access and participate in education on the same basis as other students. These Standards clarify the obligations of education providers under the Disability Discrimination Act 1992. (DDA)

On the same basis means that a student with a disability must have opportunities and choices that are comparable with those offered to students without a disability. This applies to:

- admission or enrolment
- participation in programs
- use of facilities and services
- Under the Standards, education providers have three main types of obligations. They must:
  - consult
  - make reasonable adjustments
  - eliminate harassment and victimisation

### **Consultation**

Schools must consult in order to understand the impact of a student's disability and to determine whether any adjustments or changes are needed to assist the student. Consultation could include:

- talking with the student, their family members or carers to get information about the type of assistance that is needed
- discussing ways to overcome barriers and the adjustments that could be made by the school and deciding whether these adjustments are reasonable
- providing any relevant medical and therapist reports that help to explain the disability and the needs of the student
- providing written advice about the issues discussed during the consultation and the decisions made; including specifying a date for notifying the student about what adjustments will or will not be made
- meeting regularly to monitor progress and change supports if needed. Records of these meetings must be retained. This obligation to consult must continue for the whole time that the student is enrolled at the school.

### **Reasonable Adjustments**

An adjustment is reasonable if it achieves the purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with a disability, the educator, staff and other students.

Education providers are required only to make *reasonable* adjustments. The Standards do not require changes to be made if this would impose unjustifiable hardship on the education provider. When assessing unjustifiable hardship the school must consider:

- benefit or detriment to any persons concerned
- the disability of the person
- financial circumstances of the education provider
- The objective of the Students With Disabilities (SWD) Program is to improve the learning outcomes of educationally disadvantaged students. Eligible students must be assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment to a degree that satisfies the criteria for eligibility to access special education services or programs provided by the state government. The Student Services Coordinator is responsible for collating the application, meeting with the students' families, liaising with specialist providers and coordinating the learning program of students deemed eligible.

### **PSG Meetings:**

- The Student Services Coordinator is responsible for establishing a Program Support Group (PSG) meeting each term for students funded under the SWD, or those who receive intensive Wave 3 support. This group comprises the Principal, parents or carers of the student, class teacher and other professionals as required. The aim of the PSG meeting is to:
  - ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
  - plan reasonable adjustments for the student to access the curriculum
  - provide educational planning that is ongoing throughout the student's life
  - monitor the progress of the student.

### **Further Referrals:**

- The Student Service Coordinator is responsible for coordinating referrals to other agencies as appropriate and liaising with them to enhance the learning of the student. Speech Pathology, Occupational Therapy, Psychology and Paediatric providers frequently guide the modifications required to the student program or strategies to support vulnerable students.

### **Implementations:**

- St. Leonard's has established a Wellbeing Centre to provide an optimal learning environment for learning support programs. Wave 3 intervention in Literacy and Numeracy generally requires students' access four sessions of intervention to maximise the learning opportunity. Most programs are conducted in the Wellbeing Centre and are implemented by the Learning Support Staff under the direction and monitoring of the Student Services Coordinator.
- The Centre also provides the opportunity for parents to meet with the Student Services Coordinator to access support, information and guidance about their children's programs, progress and wellbeing at school. This facilitates parental engagement with the teaching staff about their children's learning.

### **Assessment:**

- The Student Services Coordinator, Teaching & Learning Coordinator Literacy and Numeracy Coordinators oversee the implementation of the school assessment schedule. They are responsible for organising programs that best meet the needs of the students and deciding the appropriate Wave of intervention.

### **Evaluation:**

- This policy will be reviewed as part of the school's three-year review cycle.

**This policy was reviewed by the Leadership Team in 2016.  
It will be reviewed again in 2019**