

STUDENTS WITH SPECIAL LEARNING NEEDS POLICY and PROCEDURES



Rationale:

“A student with disability must have opportunities and choices which are comparable with those offered to students without disability. This applies to:

- *admission or enrolment in an institution*
- *participation in courses or programs*
- *use of facilities and services.”*

The Disability Standards for Education 2005

“Every child has the right to an education and a curriculum that is meaningful and relevant to his/ her life and stage of development”.

Foundation Areas of Learning, Department of Education and Children’s Services, South Australia, 1996

As students with special learning needs enter mainstream schooling, the educational progress of these students is the responsibility of the whole school, not just the classroom or support teacher.

In order for this whole school approach to occur, the ‘Students with Special Learning Needs Policy’ has been formulated, providing St Benedict’s with a structured framework, with which to assist students with special learning needs. This is set out in the Referral Process

Collaboration may involve the student, teachers, parents, the School’s Learning Support Coordinator (LSC) and/or outside agencies. Outside agencies may include: CEO NGS Psychologist, Private Psychologists and the CEO Students with Disabilities Consultant (SWD C)

It begins with identification of student needs and involves collaboratively working through the various levels of the plan. Detailed records are kept throughout the process to monitor the student’s progress. This provides a stimulus to further action and ensures necessary support is made available on an ongoing basis.

A ‘Collaborative Action Plan’ is set in motion when a child is suspected or identified as being at risk or has an identified learning difficulty or disability.

Referral Process

Enrolment Interview

- Special needs identified on enrolment form.
- Structured interview to elicit information about needs.
- Placement offered/accepted

Concern Raised by Parent or Teacher

- Teacher records/observations, and school based assessments.
- PIPS, EYLND, NAPLAN, checklists.
- Information from parents.

Concern Identified
Referred to School Learning Support Team

LEARNING

- Discuss student needs.
- Meet with parents.

- Medical health records obtained.
- Check for vision, hearing, speech, OT Physio, Paediatrician.

Collect further data

- Standardised tests.
- Work samples

SOCIAL

School Social Worker Referral Process
(See appendix)

School Learning Support Coordinator
In consultation with teacher and Leadership Team decides whether further professional assessment is needed.
YES / NO

YES

- Teacher and LSC meet with parents to discuss student need for further professional assessment
- LSC contacts relevant professionals.
- CEO NGS Psychologist
- CEO Students with Disabilities Consultant (SWDC)
- External private Psych organised by parents

- Meet with parents and class teacher
- Obtain written permission from both parents
- Observe and/or conduct testing on student

- NGS Psychologist carries out assessment process OR.
- SWDC Consultant observes.
- SWDC indicates eligibility for inclusion on SWD register (with or without funding) or further testing by NGS Psych

- Psych or Consultant meets with parents and class teacher.
- SWDC to organise meeting time and place
- Discuss results and recommendations

- Decide whether an IEP or CAP is appropriate for the student.
- Class teacher is assisted by the LSC with development of an IEP or CAP

NO

- Teacher and LSC meet with parents to discuss student support within class
- Differentiate curriculum to address need at class level.
- Plan in-school support.
- Class teacher is assisted with development of CAP if required

Write IEP / CAP
Develop specific objectives to address individual student needs.
Refer to IEP or CAP regularly to assist with daily planning and implementation

IEP / CAP Meeting
Including teacher/s, parent/s, School's LSC, principal, therapists and other professionals.

Review IEP / CAP

- All relevant staff informed of process.
- Review each term.
- Documents stored on student file in Special Needs folder in Tshare

STUDENTS AT EDUCATIONAL RISK

SCHOOL PROCESS

(tick off as completed)

Student _____ Class ____ Teacher _____ Date _____

Before Term 1	Read Confidential Student File <i>(in AP office)</i>	
	Talk to child's previous teacher	
	Read last year's IEPs/CAPs (on Tshare)	
	Read last year's Report (SEQTA)	
	Read any Therapist reports/recommendations/program <i>(in AP office)</i>	
	Access PD/Specialist information/information files	
Week 3 Term 1	Initial IEP meeting with parents, CEO consultant and LSC. <i>Release time organised by AP/ Timetable for interviews organised by LSC</i>	
	Initial CAP meeting with parents <i>(organised by class teacher)</i>	
Week 5 Term 1	Prepare IEP/CAP documents using resources from IEP/CAP folder on Tshare <i>(release time organised by AP)</i>	
	Draft IEP/CAP documents to LSC for checking	
Week 6 Term 1	Completed and checked copy to be sent home. One copy for parents to sign and return to school /One to keep at home.	
	IEP/CAP placed into T-share IEPs CAPs IEP/CAP hard copy – in filing AP cabinet	
	IEP/CAP copies to appropriate specialist teachers.	
	Incorporate IEP objectives into class planning or organise individual teaching sessions.	
Week 3 Term 2	Review/revise IEP/CAP objectives from Term 1 with parents <i>(release time organised by AP)</i>	
Week 7 Term 2	Report – Modified school or individual based on IEP SEQTA upload Copy of IEP with reported outcomes to parents via email Hard copy in mail	
Week 2 Term 3	Meet with Learning Support Coordinator to review IEP/CAP	
	Review/revise IEP/CAP objectives with parents <i>(release time organised by AP)</i>	
	Amend IEP or CAP if necessary	
Week 2 Term 4	Review/revise IEP/CAP objectives with parents <i>(release time organised by AP)</i>	
Week 7 Term 4	Report – Modified school or individual based on IEP SEQTA upload Copy of IEP with reported outcomes to parents via email Hard copy in mail	
Week 10 Term 4	Final evaluation of IEP/CAP	
	Place IEP/CAP in Student file in AP office	
	Handover notes and meeting with next year's teacher	
	Next year's teacher to meet parents for 30 min preparation meeting	

Whole School Community:

Identification of Students with special learning needs

Referral Process

All school staff will be required to follow the Referral Process. All school staff must ensure that all students with special learning needs are identified and catered for within the school environment.

School Process

The 'School Process' will provide a timeline of the processes and events that need to take place each term across the year. This will ensure that information and data is kept up to date, acted upon and recorded appropriately for easy accessibility for relevant staff members.

Enrolment

Initial enrolment interviews are held with Parents, Principal and Learning Support Coordinator to gain information from the parents about the possible needs of the student.

Students who are identified during this initial enrolment procedure will immediately be placed on the school special needs tracking system.

Information

Information is to be gathered from other sources such as: previous schools, medical reports, paediatric reports, speech reports, occupational therapy reports, school psychologist reports, and physiotherapy reports by the Learning Support Co-ordinator. Information gathered by other staff members is to be given to the Learning Support Coordinator, to be filed in the learning support office.

Consultation

Consultation will be made by all stakeholders, with all relevant professionals such as: medical and child health nurse, paediatricians, speech therapists, occupational therapists, school psychologists and physio-therapists reports to gain further information to assist in the development of Individual Education Plans or Curriculum Adjusted Plans,

Assessment

Further assessment will be made, as necessary. This may take the form of a Paediatric assessment, Educational Psychology Assessment, Speech and/or OT assessments and through teacher assessment.

Inclusive Schooling

Students with special learning needs will be catered for in the mainstream classroom, at the appropriate year level. IEP or CAP formation will ensure differentiation of the curriculum to address the student's particular learning requirements.

Special Needs Directory

The Special Needs folder (Tshare) contains resources and information that school staff are required to use when planning and writing IEPs and CAPs.

Teaching staff are required to follow the action plan, the school process and use the approved IEP/CAP form.

Communication:

All stakeholders will communicate on a regular basis through:

- Case Conferences
- IEP Meetings
- Electronic Filing System
- Communication Books

Curriculum:

Teaching staff are required to develop appropriate curriculum for students with special needs. Teaching assistants will assist to implement these differentiated programs. These programs should include strategies to develop student independence.

Learning Support Coordinator:

Learning Support Coordinator is to be utilised to maintain the Special Needs Tracking System, to support and advise teachers, liaise with other professional departments and to attend Special Needs meetings as required.

Physical Environment:

Any modifications to the school environment will be catered for as required. Please advise the Learning Support Coordinator of any modifications needed.

ST BENEDICT'S SOCIAL WORK REFERRAL FORM

(To be completed by teacher and /OR parent)

Name of Student _____ Class _____

Date of referral _____

Person Referring - Parents _____ Teacher _____

Summary of presenting issue AND how it is impacting your child at school:

What has been tried to address the issue :

Are there any other agencies /professionals involved? (please include any previous referrals to psychologists/paediatricians in relation to the issue stated above.
