

ST. JOSEPH'S PRIMARY SCHOOL LEETON



STUDENTS WITH ADDITIONAL NEEDS POLICY

St. Joseph's Primary School endeavors to identify students with additional needs in an attempt to provide relevant, meaningful, and appropriate learning experiences for each child. The school strives to ensure that individual needs are recognized and nurtured by considering needs, talents and gifts when planning and implementing teaching and learning by providing opportunities for academic growth to handle situations in the wider world.

Students with additional needs have been identified at St. Joseph's as being students requiring support through modification/compacting of the curriculum, grade/stage acceleration, language development, literacy and numeracy support, behaviour management, physical and developmental disabilities.

AIM

St. Joseph's aims to:

- ❑ Create a school environment that enables all students to feel accepted, valued and able to take risks.
- ❑ Provide opportunities for academic growth developing skills that allow students to reach their full potential.
- ❑ Provide opportunities, which enable students to live and act independently.
- ❑ Develop and maintain communication and establish opportunities and structures for collaboration and consultation with parents, teachers, teacher assistants and deanery officers.

IDENTIFICATION

Students with Learning difficulties:

- ❑ Teachers will carry out in-class assessments.
- ❑ Discuss concerns with the principal.
- ❑ Complete REQUEST FOR STUDENT SUPPORT forms (available from school office, Schoolsweb and In-school Co-ordinator)
- ❑ Discuss concerns and outcomes of assessment with parents. Parents to complete PARENT / CARER / STUDENT PERMISSION FORM form (available from school office, Schoolsweb and In-school Co-ordinator).
- ❑ Consent and request form to be forwarded onto In-School Coordinator (copies placed in student office file).
- ❑ In-School coordinator to refer to Deanery officer.
- ❑ Deanery officer to assess, refer to outside agencies (if appropriate), report back to class teacher and In-School coordinator.
- ❑ Follow Diocesan policy re funding application.
- ❑ For students not qualifying for funding application, classroom teachers to develop classroom strategies and teaching and learning activities appropriate to the student's needs.
- ❑ Funding will be allocated to students in consultation between the principal and In-School coordinator and students' previous teacher.

Kinder and Year 1 students with reading difficulties:

- ❑ See Reading Recovering Policy.
- ❑ For students identified with difficulties with Literacy, classroom teachers to develop classroom strategies and teaching and learning activities appropriate to the student's needs.

Year 1 and 3:

- ❑ SENA 1 (Year 1) SENA 2 (Year 3) completed with all students.
- ❑ For students identified with difficulties with Numeracy, classroom teachers to develop classroom strategies and teaching and learning activities appropriate to the student's needs.

Students speaking a Language other than English:

- ❑ Identified on enrolment form.
- ❑ Time allocated through ESL school allocation.
- ❑ For students identified with difficulties with English Language, classroom teachers to develop classroom strategies and teaching and learning activities appropriate to the student's language needs.

Gifted and Talented:

- ❑ Teachers will carry out in-class assessments.
- ❑ Discuss concerns/outcomes of assessment with the principal.
- ❑ Consult with 'Enrichment' coordinator in regards to classroom support, programs (Bloom/Gardiner units of work), involvement in 'Enrichment' classes (emphasizing De Bob's 'Six Thinking Hats', Bloom, Gardiner).
- ❑ Information in regards to competitions/tests/external enrichment workshops to be sent to parents.
- ❑ Stage 3 students may be involved in 'Tournament of the Mind'.
- ❑ Other potential programs: 'Maths Olympiad'.

ASSESSMENT TOOLS

At least two of the Assessment Tools below are to be used to assist in identification:

- ❑ Observations.
- ❑ Observation survey.
- ❑ South Australian Spelling.
- ❑ NAPLAN.
- ❑ ACER Vocabulary & Comprehension.
- ❑ ACER PAT Maths.
- ❑ Running Records.
- ❑ SENA 1 & 2.
- ❑ Raven's Standard Progressive Matrices.
- ❑ Torch comprehension
- ❑ Ruth Miskin Nonsense Word Test

REPORTING TO PARENTS

In all cases bi-annual reports following school procedures will be completed and Parent-Teacher interviews will follow (see Reporting to Parents policy).

In the case of students who have successfully qualified for funding assistance further Parent-Teacher interviews will take place in Term 1 and Term 4. The parent/s, classroom teacher, teacher assistant, deanery officer and In-School coordinator will be present. The principal will attend on request, and in some instances the student may be invited to attend for part of the meeting. (see Appendix C for forms to be completed at these meetings).

RESOURCES

- 'Building on Strengths'
- 'Today's Children Tomorrow's Adults'

REVIEW

To be reviewed in 2010 by In-School Coordinator in consultation with Principal and school executive.

This policy was reviewed in 2010 and to be reviewed again in 2015
This policy was reviewed in 2012 and will be reviewed again on 2015