VALUES: Equity, Justice, Dignity

POLICY: St Clare’s acknowledges that students have diverse learning needs in the mainstream classroom and that adjustments are made for students to assist them in reaching their full potential.

Students with special needs are identified and are provided with additional support and opportunities through a culture of inclusiveness.

GUIDELINES:
1. The St Clare’s Whole School Testing Procedure will be used to provide a framework for staff in assisting them to cater for the diverse needs of their students.
2. The Whole School Testing Procedure is implemented in February to inform teachers of the specific needs of their class. Post testing is done in October to compare results and monitor growth. From these results students will be coded on a 1 – 5 scale which demonstrates their level of need.
3. Teachers will follow the Intervention flowchart (in Appraisement folder) for students who are identified with learning needs. Class Teacher will consult with the LST and other advisory personnel from CES during this process.
4. Identified students will receive further assessment if necessary and the level of support or enrichment that is required will be implemented.
5. There are three types of adjustments made in the classroom - curriculum, instructional and/or environmental. Teacher’s note these adjustments in their planning.
6. Parents will be notified and kept up to date about their child’s progress on a regular basis.
7. An Education team will be appointed for students who have been verified with special needs. The team will be involved with completing an Education Adjustment Program (EAP) and developing an Individual Education Program (IEP) to cater for the specific needs of the student.
8. Student Services Manager (CES) will allocate funding to St Clare’s in the following areas – LNSLN – (Literacy Numeracy Special Learning Needs), LNSLN SWD (Students with Disability) and ISA (Indigenous Supplementary Assistance).
9. St Clare’s Equity Committee will meet to allocate funding received from CES as well as school budget allocation. Support required for each class is reviewed based on whole
school testing results and EAP information. Teacher aide hours are then distributed equitably based on level of need of each class.

**DEFINITIONS**

**Intervention:** An ongoing and integral part of teaching that occurs every time a teacher makes an adjustment to his/her program to enhance a student’s learning.

**Adjustments:** Actions or measures taken that assist a student to participate in the curriculum.

**Equity:** Justice based on the concepts of ethics and fairness.

**Individual Education Program (IEP):** Individualised program designed by the Education Team of a special needs student which includes Parents/Caregivers, Class teacher, LST and other advisory personnel. It documents the agreed learning outcomes for a student for a specified period (usually six months) and how those outcomes will be implemented and evaluated.

**Education Adjustment Program:** - A system identifying and responding to the educational needs of students with disabilities. It identifies the teaching adjustments that are made in a class program to provide an inclusive educational program for students identified with special needs.

**Literacy Numeracy Special Learning Needs (LNSLN) -** Funding source from CES to support the most educationally disadvantaged students who may face barriers to effective participation at school and who require additional assistance to reach an appropriate standard of achievement. This includes ESL (English Second Language) students.

**Literacy Numeracy Special Learning Needs Student With Disability (LNSLN SWD) -** To support verified students with disability who may face barriers to effective participation at school and who require additional assistance to reach an appropriate standard of achievement.

**Indigenous Supplementary Assistance (ISA) -** Is provided to ensure that schools have the capacity to deliver high-quality educational outcomes for Indigenous children.

**APPROVED:** 2013

**REVIEW:** 2016