

# WALKERVILLE PRIMARY SCHOOL

## STUDENT SUPPORT POLICY

### CONTEXT

Whilst the majority of students achieve better than satisfactory outcomes in the regular classroom program, typically 10% of students benefit from additional and specific support provided by the school through its Student Review Team process.

Considerable resources are invested to support students identified with special needs. Usually 3% of the school population qualify for DECD support funding under the 'DECD Disabilities Policy' whilst twice as many students are supported from within the school budget. These students respond to the tutorial assistance provided by School Services Officers (SSO) or teacher support.

The Student Review Team co-ordinates the allocation of support and resources equitably on a priority basis.

### STUDENT REVIEW TEAM

The SRT consists of the two Assistant Principals (who co-convene), a junior primary teacher and primary teacher. The School Services Officers delivering support programs attend meetings to inform the decision-making. Meetings of the team are held in week 2 of each school term on Thursdays.

### SCOPE

#### ○ Negotiated Education Plans

Students identified as eligible under the DECS Disabilities Policy will be given a level of support by guidance officers. These students will have a Negotiated Education Plan developed for them via a meeting of stakeholders. These students will receive *ongoing support with reviews held annually*.

#### ○ Students at Risk

Students with specific learning needs are identified through the blue screening form initiated by the class teacher. Students may be identified through a variety of test results (LaN tests, national literacy benchmarks), evidence from teachers and professional assessments. Attendance, co-ordination and behaviour issues may also be addressed by the SRT. These students will receive *allocated support on a priority basis*.

### RESOURCING

Part of the Assistant Principal's role is to manage the student support programs.

School Services Officers provide para-professional support to students within the guidance of the classroom teacher's program. SSO support is delivered to students individually and in small like-need tutorial groups. At least 35 hours of SSO support is employed each week of the school year.

Grant money can create additional support time and may come from a variety of sources, including Early Years, NAPLAN test and learning disabilities.

There are relief teacher days purchased to support the release of teachers or SSO to attend targeted training and required meetings.

### EARLY PROGRAMS

Currently the school also offers a variety of formal early intervention programs that seek to support children at an early age. These programs include:

- Rocket Reading – identified year 1 students are regularly supported in small groups. The teacher/ librarian or a School Services Officer delivers the program that models some of the processes similar to Reading Recovery program. Sessions are four times per week for 30 minutes.
- Funtastics – a program to develop the physical co-ordination for reception students identified as in need of support. A SSO leads this program with sessions twice weekly for 30 minutes when possible.

There are many informal support programs that involve parents assisting with reading and other learning needs. Class teachers will request voluntary parent support to enable these to occur.

### REQUESTS FOR SUPPORT

Steps to follow

1. The class teacher completes a BLUE FORM proforma. They must ensure that required screening tests are completed and relevant data is attached.
2. The Student Review Team allocates a date for the review based upon need, not upon the date of the request. Learning concerns, background complexity, attendance and behavioural factors will be considered.
3. A guidance officer or speech pathologist assessment may be requested at the discretion of the Student Review Team. This request is made by the Assistant Principal completing an online referral form.

4. The teacher may be released from class to attend a meeting to discuss the support needs of a student.

5. The allocation of support will be made by the SRT on a term-by-term basis, with a priority given to indicate the duration of support provided.

### **PARENT REQUESTS**

Parents receive two interview and two written report opportunities during the year. Teachers are available by appointment at other times to discuss the progress of their child. Parents may express a need for additional support for their child. There may be agreement that the teacher to complete a blue form to initiate a request for additional support for a student.

### **DURATION OF SUPPORT**

Students are allocated a priority level by the SRT so that teachers and parents are aware of the duration of support.

| Priority | Students     | Duration |
|----------|--------------|----------|
| 4        | NEP students | 4 terms  |
| 3        | SRT students | 3 terms  |
| 2        | SRT students | 2 terms  |
| 1        | SRT students | 1 term   |

Priority levels may change at the end of a term.

### **ALLOCATING SUPPORT**

The amount of support allocated to a student is determined by the SRT with regard to the following formula.

#### ○ Students on Negotiated Education Plans

These students will receive a level of support commensurate with the degree of disability as determined by DECS. Support sessions will be generally in blocks of half or full hours to fit within the timetable. Generally, the support sessions will be delivered to the student individually or in very small groups depending upon the student's need.

A review meeting will be held annually to monitor outcomes and adjust the learning plan. The parents, class teacher and SSO will be invited to attend the meeting that is chaired by the Deputy Principal. There may also be a need to involve external professionals.

#### ○ Students at Risk

These students will receive a level of support that reflects the priority given to them by the SRT. Support sessions will generally be in blocks of half or full hours to fit within the timetable. Generally, the support sessions will be delivered to the student in a small group depending upon the student's need. Speech pathology support is a typical exception that often requires intensive short individual support.

Review meetings are held at the discretion of the Assistant Principal and will involve the stakeholders.

### **STUDENTS WITH HIGH POTENTIAL**

The Gifted and Extending Methodologies Policy caters for the identification and needs of these children. The 'GEM' coordinator is responsible for the identification of these students and the development of their Individual Learning Plans.

### **GRIEVANCES**

Any grievance against the processes used by the Student Review Team should be in writing and addressed to the Principal. The Student Review Team will review the processes or decisions and report back to the Principal.

The Principal's decision will be final.

May 2017