



Teaching & Learning Policy: 1-3 Learning Support

Prepared by	CEN Hub Compliance Officer
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Policy Pertains to:	Principal; Learning Support staff; all teachers & teaching aides; Students & parents
File Details:	...

Version	Date	Notes
1.0	October 2019	New Illawarra Christian School updated policy

Authorised By	Date

Version History

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1.0	October 2019	New Illawarra Christian School Policy from CEN Hub Policy
1.1		

Illawarra Christian School Mission: In Christ's service to partner with parents in providing a quality Christian Education founded on the Word of God.

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Important related documents:

Teaching & Learning Policy suite:	WHS Policy suite:	Complaints Framework
1-1 Quality of Education Framework (this doc)	3-2 Off-campus education	Staff Appraisal Policy
1-2 Curriculum & Programming	3-7 Overseas & Local Mission Trips	Staff Code of Conduct
1-3 Learning Support	Welfare Policy	Staff Handbook
1-4 Homework	Discipline Policy	Student Code of Conduct
2-1 Secondary Assessment	Child Protection Policy	School Rules
2-2 Grades & Reporting	Privacy Policy	
3-1 External Providers		

Relevant Legislation:

Education Act 1990 (NSW)
Education and Teaching Legislation Amendment Act 2016 (NSW)
Australian Education Act of 2013
Australian Education Amendment Bill 2014
Disability Discrimination Act (Cth)1992
Disability Discrimination and other Human Rights Legislation Amendment Act (Cth) 2009
NSW Anti-Discrimination Act (1975)
NSW Anti-Discrimination Amendment (Miscellaneous Provisions) Act (2004)

Other References:

Registered & Accredited Individual Non-government Schools (NSW) Manual 2017, latest version on website

Disability Standards for Education, 2005

ACE website: Provisions for Disability in HSC (www.ace.bos.nsw.edu.au)

Nationally Consistent Collection of Data – www.education.gov.au/nationally-consistent-collection-data-school-students-disability

1 INTRODUCTION

The term Learning Support refers to additional educational provisions that are made available in support of a student's learning when they struggle to reach minimum requirements.

The school aims to maximise the learning opportunities for all students in its care. Learning Support provides opportunities to assist children to develop their potential. This requires the accurate identification of a student's needs through careful testing.

Learning Support covers a range of factors impacting on a student's learning, including cognitive, physical (including health conditions), sensory and social/ emotional.

2 CHRISTIAN RATIONALE

Illawarra Christian School partners with parents in their children's development and nurture. The school works with parents to make decisions regarding how to best support the learning needs of their child.'

The school seeks to cater for all enrolled students, recognising that all students have different educational needs because God has made each one unique. Each child is loved and valued for who they are, not what they can do. Learning support manifests in a variety of ways in order to best assist students in their learning. Every program at Illawarra Christian School seeks to develop children in their understanding of God's calling and purpose for their lives; to recognise their own abilities; and to equip them to use their abilities for the benefit of others, and the glory of God

3 PURPOSE OF THIS DOCUMENT

This policy describes the school's processes and programs for assisting students to maximise their learning potential.

4 TABLE OF RESPONSIBILITIES

Responsibilities	Evidence of Compliance
Principal	
Ensure Learning Support strategies and programs are in place	School policies; teaching programs
Enrolment Officer	
Facilitation of information provided to the school by parents; communication of new enrolments to relevant staff, including Learning Support	Enrolment forms and documentation
Director of Student Learning Opportunities	
Consultation re: adjustments for students	Teaching programs; student Individual Plans (IPs)
Oversight of Learning Support Coordinator	Teaching & Learning policies; Welfare Policy
Learning Support Coordinator	
Diagnostic testing/ recommendations for the development of programs	Student files/ School database
Consultation with teachers/ parents & students in class-based Learning Support programs	School database notes; teaching programs
Preparation of Individual Programs for students	Student IPs
Provide information for Census/ NCCD entry	Data tables in Special Ed files
Teacher Aides	
Run Learning Support programs	e.g. MultiLit; student progress records
Assistance in classes as directed by teachers	Teaching programs
Teachers	
Recommendations for Learning Support to Coordinator	School database
Consultation with parents/ Learning Support coordinator/ aides	IPs
Differentiation in programs for students requiring Learning Support	Teaching programs
Students	
Cooperation with Learning Support programs; and feedback to teachers & parents	Student files; reports
Parents	
Provision of all information relevant to their child's learning needs	Student files

Consideration of school recommendations for further testing/ intervention etc	Student files
Communication & feedback to school re Learning Support program	IP adjustments; Student files
Business Manager	
Entry of disability statistics for Census/ NCCD	Summary printout of entry

5 DEFINITIONS

Unlawful discrimination - discriminatory action taken for a 'prohibited reason' in a relevant area of activity. This includes education, and 'educational authorities', defined as bodies or persons administering 'educational institutions'.

Disability Standards for Education 2005 (www.deewr.gov.au)

A disabled child has the right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.

The School has requirements to:

- Take reasonable steps to ensure that the enrolment process is accessible.
- Consider students with disability in the same way as students without disability when deciding to offer a place.
- Consult thoroughly with the parents/ guardians and prospective student about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary
- Accurately assess and realistically cost alterations which may be needed to accept the enrolment
- Obtain independent expert assessment
- Never assume the 'Unjustifiable Hardship' exemption provision will apply to your School
- Eliminate harassment and victimisation

Significant terms in the Disability Standards:

- On the same basis - a student with a disability must have opportunities and choices which are comparable with those offered to students without a disability. This applies to: enrolment, participation in courses or programs and use of facilities and services.
- Consultation – with student and parent/ guardian about the effect of disability in relation to courses and teaching, and any reasonable adjustments necessary to help the student access and participate in education and training.
- Reasonable adjustment - education providers have an obligation to make reasonable adjustments to accommodate the needs of a student with a disability;

and to consider the interests of all parties affected, including \students with disabilities, the education provider, staff and other students.

- Unjustified hardship - the standards do not require changes to be made if this would impose unjustifiable hardship on the education provider. All relevant circumstances are to be taken into account when assessing unjustifiable hardship including benefit or detriment to any persons concerned; disability of the person; financial circumstances of the education provider.

6 POLICY

The school is committed to assisting every student to achieve to the best of their ability.

- (a) The school shall ensure that a student requiring Learning Support is able to apply for enrolment without discrimination.
- (b) The parent/ guardian is responsible to provide information to the school about the particular Learning Support needs of the student upon enrolment.
- (c) Reasonable adjustments and appropriate Learning Support measures will be determined on a case-by-case basis, in consultation between the school, parent/s and child, if age-appropriate.
- (d) The school will not act against the wishes of parents with respect to Learning Support; including non-participation in the program.
- (e) Decisions regarding a current student's eligibility for Learning Support will be based on data; and made in consultation with Learning Support teachers, class/ subject teachers, and the parents and student (where age-appropriate).
- (f) Learning Support students may be eligible for assistance during assessments, according to professional diagnosis.
- (g) Provisions exist for students with a disability in the HSC, according to the ACE website.
- (h) The school will arrange ongoing support for students expecting or undergoing a considerable period of absence or disengagement. (Welfare Policy)
- (i) The school will arrange ongoing consultation with student and parents to ensure adjustments are adequate to meet the needs of the student.
- (j) The school will comply with reporting requirements to government or education authorities as directed. E.g. Nationally Consistent Collection of Data – School Students with Disability

7 PROCEDURES

7.1 Enrolment

Parents are required to provide, upon enrolment, all necessary information required by the school for student well-being and education, and as required by legislation. (Enrolment Policy)

- (a) Parents/ guardians are required to provide information regarding:
 - Any special needs of their child
 - Full disclosure of details of any incidents or disciplinary action taken at the student's previous school
- (b) At the enrolment interview parents and the child meet with a Learning Support teacher, if required.
- (c) The school will determine in consultation with the parents, and student if age-appropriate, what reasonable adjustments may be made; or what further information or testing may be required.
- (d) Upon Enrolment
The Registrar will notify appropriate staff of any special health/ disability issues.

Learning Support teachers and class teachers will plan for special training/ resources/ modifications which need to be made.

7.2 Assessment of Learning Support Needs

- (a) Student testing is performed through:
 - Classroom assessment/ exams
 - Standardised testing
 - Further diagnostic investigations for individual students, as indicated by the teacher's professional judgement
- (b) At the Principal's discretion, the school may require students to have reasonable further assessments carried out to determine the nature and extent of their special needs.

The cost of further testing will be negotiated between the school and parents.

- (c) The analysis of student achievement data includes:
 - Progressive achievement over time
 - Results of external testing
 - Diagnostic and summative assessmentsto evaluate practice, and inform further teaching and learning strategies.

7.3 Tier System for Learning Support

Students are identified as working at different levels, classified as:

Quality differentiation – works at a standard expected for the age group: requires no additional Learning Support and can be supported with quality differentiation.

Additional support – adjustments are made within the class program: Learning Support teachers may be consulted and additional support provided to students.

Significant support and adjustments – requires significant adjustments i.e. Individual Program (IP): overseen by Learning Support staff for that section of the school. Adjustments to content and assessments required.

7.4 Learning Support Programs

The school seeks to provide Learning Support as early as possible, to maximize a student's opportunities for learning of essential knowledge and skills, particularly in literacy and numeracy; and including ICT strategies to support learning across all areas of study.

(a) Focus tasks of Learning Support staff

The strategies and programs used will depend upon the age of the student, their requirement for intervention according to their level, and previous Learning Support.

Aims:

- Enable students to access and engage in appropriate year level work in the classroom
- Support classroom teachers regarding teaching strategies, adjustments and accommodations of regular teaching programs for the special needs of students (differentiation)
- Build individual student's reading skills, improving accuracy and fluency in both silent and oral reading
- Build individual student's comprehension strategies
- Build individual student's mathematics skills to facilitate the ability to think mathematically, develop strategies to solve problems, and become more fluent in mathematical skills essential for daily functioning
- Build individual student's competency in other areas of needs e.g. social skills, organizational skills

Tasks include:

- Early screening of all children enrolled in Kindergarten at mid-year and those identified children again screened at the beginning of the following year
- Assessment of new children as referred by classroom teachers
- Recommendation/referral to other professionals as appropriate

- Liaison with parents, teachers, and other specialists as required, re: development of Individual Plans, and establishment of home based programs to assist children as appropriate
 - Withdrawal Sessions - intensified personalised teaching - either small group sessions or one to one
 - Monitor Learning Support Aides
 - Regular monitoring of students on programs
 - Review of assessments and programs
 - Training teachers to recognise children with a learning difficulty
- (b) Individual Programs (IPs)
- An IP is developed for a student based on:
 - Diagnostic testing and results data
 - Consultation with relevant staff, parents and the student
 - Recommendations of specialists, if applicable
 - The IP is a school-wide plan. Teachers use the IP to make specific adjustments to their teaching programs in order to cater for the learning needs of the student.
 - The IP may include other specialist adjustment plans for the student. E.g. a Health Plan (Significant Medical Needs Policy); a Personalised Learning Plan (PLP) – a child-centred plan for indigenous students to assist in coordinating the needs and expectations of their community, and the school
- (c) Support provisions during assessments are provided according to professional diagnosis, and may include:
- Reader/ writer
 - Additional time
 - Individual or small group supervision
- (d) Disability provisions for HSC students are available; as advised on the ACE website.

7.5 Referral of Students for Assessment

- (a) From Staff: The classroom teacher will consult the Learning Support Coordinator in regard to a student requiring Learning Support. The Learning Support Coordinator will consult the Director of Student Learning Opportunities to determine the best course of action.
- (b) From Parents: Any concerns regarding a child's special needs should be addressed to the class teacher. Staff may then follow the referral procedure if they deem it appropriate.

- (c) At Enrolment: If a parent has a concern about the needs of their child they should express it during the enrolment process. If needs arise, a meeting with the Learning Support Coordinator will be arranged.. If the child is enrolled, the Registrar will ensure that the Learning Support Coordinator is informed.

7.6 Disability Provisions

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require the Board of Studies to ensure that students with a disability are able to access and respond to an examination.

The Principal has the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

7.7 Reporting

Learning Support teachers compile a summary of information based on student IPs for NSW Census reporting and NCCD each year.

7.8 Records

Records are maintained for each student, documenting external professional assessments and recommendations; notes of meetings and consultations; and agreed adjustments, as outlined in the student's IP.