Learning Support Policy

Policy Classification		
Policy Number: 22/2016	Date of Origin: Feb 2011	By Whom: The Principal
Policy Audience: Public Domain	Review Dates: Mar 2016 Jun 2019	Next Review Date: Jun 2022
Policy Approval: This policy was approved by the Board June 2019.		
This policy supersedes all previous policies relating to matters contained herein.		

1.0   **Rationale**

1.1   Oakhill College is an inclusive learning community and as such is committed to providing learning support services to meet the needs of students within the College.

1.2   Oakhill College understands that all students are different, and some may require additional support services in order to best facilitate their learning. The College aims to provide students with learning support to best enable them to complete their education and in concordance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, Part 3.

2.0   **Guiding Principles**

2.1   The College recognises that all children have the ability to learn. The Learning Support Department which operates from the Independent Learning Center exists to ensure that learning is equitable and accessible to all students.

2.2   This policy is intended to ensure that all students with a learning related disability can participate in the learning on the same basis as a student without a disability.

2.3   This policy is intended to ensure students are correctly identified as requiring learning support and that they are then provided the most appropriate interventions for their needs and this intervention is offered in a timely manner.

2.4   This policy is guided by the NDIS regulations, legislation, rules and relevant guidelines.

2.5   When considering learning support, this policy includes students with a disability defined as sensory, physical, psychological, cognitive or emotional and illness which reduces their ability to participate in mainstream educational programs in a completely independent manner. This may also include students who, due to a permanent or temporary physical impairment, disease or illness are unable to access the mainstream education independently.

2.6   The College values the role of parents as partners in students' education.

3.0   **Policy**

3.1   Student Identification

There are two major sources of student identification

  3.1.1   Referrals

     3.1.1.1 Referrals originate from information provided by parents and previous schools at the time of enrolment. This can then be supplemented with direct contact to the College. At this stage parents are asked to provide documented evidence of their child's learning needs and the results of any testing that may have taken place.

     3.1.1.2 Parents are asked to provide permission for the student's previous school to release any information or testing results to the College.

     3.1.1.3 Teachers can identify students in their classes once the student has commenced at the College.

  3.1.2   Testing

     3.1.2.1 All prospective Year 7 students sit the Allwell Test before they arrive at the College. The data from this testing is used to identify students with potential learning support needs.

     3.1.2.2 NAPLAN testing from previous years is also used to build a student profile to determine their learning support needs.

3.1.2.3 Further testing is administered by the Learning Support Department when deemed necessary. Some of this may include:

3.1.2.4 Woodcock Reading Test

    3.1.2.5 York Assessment of Reading and Comprehension

    3.1.2.6 PATMaths

    3.1.2.7 Clinical Evaluation of Language Fundamentals Screening Test

3.2 Flexibility in Delivery

The needs of each student differ and so the Learning Support Department provide flexible modes of delivery to best suit the needs of individual students.

3.2.1 Personal Learning Plans

3.2.1.1 All identified Learning Support students are allocated a learning support staff member as a case manager who monitors the student, their progress and wellbeing.

3.2.1.2 An individual education plan is developed for each student by the case manager. This plan outlines the needs of the student and the relevant classroom adjustments required.

3.2.1.3 Funding is applied for through the Catholic Schools of NSW for funding generated through the National Consistent Collection of Data (NCCD) on school students with disabilities.

3.2.1.4 An individual learning plan contains the reasonable adjustments made for the student. Reasonable adjustments are based on the student's disability and the effect of the adjustment on the student, including the effect on the student's:

    3.2.1.4.1 ability to achieve learning outcomes;

    3.2.1.4.2 ability to participate in the learning;

    3.2.1.4.3 the student's independence.

3.2.1.5 The individual learning plan is shared with relevant classroom teachers and deans through Sentral and professional education of staff to ensure the needs of the student are understood by the staff responsible for the students' education.

3.2.1.6 Parents are invited to be involved in their child's learning through discussion of the Personal Learning Plan.

3.2.2 Classroom Assistance

3.2.2.1 Classroom assistance and team teaching are practiced widely throughout the College, especially in classes where many diverse learning needs exist.

3.2.2.2 Learning support staff regularly attend classes of the learning support students who require ongoing curriculum adjustments to ensure they are accessing the relevant learning tools through the classroom environment.

3.2.2.3 Learning Support Staff work closely with the classroom teachers to implement appropriate programs and adjustments for the students.

3.2.3 Learning Support

3.2.3.1 Elective and Non ATAR courses and pathways are available in Year 9 and Year 10

3.2.4 Classroom Withdrawal

3.2.4.1 The aim of the College is to have students accessing learning through their normal classrooms. However, there may be occasions where it is appropriate to withdraw students from classes for intensive intervention i.e. Reading programs.

3.2.5 Homework and Assignment help

3.2.5.1 Assignment assistance is offered to learning support students at specific times through the regular school week. "Guidance" is the focal point of assignment assistance with the goal of increasing independent learning.

3.2.6 Examinations Provisions

3.2.6.1 Disability provisions in the form of readers/writers, rest breaks, extra time and/or separate supervision are provided if necessary, to ensure students have equitable access to examinations and assessments. This must be supported by appropriate documentation to access disabilities provisions.

3.3 Communication

3.3.1 Students

3.3.1.1 Before making an adjustment for a student, the student is consulted about:

3.3.1.1.1   whether they find the adjustment reasonable;

3.3.1.1.2   the extent to which the adjustment meets the student's needs;

3.3.1.1.3   whether there is any other adjustment that would be preferable and no less beneficial to the student.

3.3.1.2 Students are regularly consulted on the progress of their goals, their strengths and challenges. This information is used to review or modify their Personal Learning Plan as appropriate.

3.3.1.3 Students are encouraged to communicate freely with Learning Support staff and access the "Independent Learning Centre" as they desire.

3.3.2 Parents

3.3.2.1 Communication with parents via email, telephone, interviews and/or meetings occurs regularly to ensure that the learning and adjustments are transparent and meeting student needs.

3.3.2.2 Parents are encouraged to contact Learning Support staff if they have any concerns or there is a change in their child's requirements.

3.3.3 Teaching Staff

3.3.3.1 The Learning Support Department communicate the learning needs of all identified learning support students to teaching staff. This occurs directly via email, in staff meetings or conversation at the beginning of each school year and if there are relevant updates to a student's needs.

3.3.3.2 The learning needs of students are also available via a secure login of the College intranet system, Sentral. This access ensures that all teachers have immediate access to the needs of students in their classes.

3.3.3.3 Teaching staff communicate with Learning Support Staff if they have any concerns about students in their classrooms.

4.0 **Policy Review**

4.1   The Principal is to ensure that this policy is regularly monitored and revised.

4.2   The Learning Support Policy is revised every three years.

5.0   Explanatory Notes and Definitions

5.1   Explanatory Notes

5.1.1   This Policy is to ensure students with learning support needs can best complete their education in concordance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

6.0   Supporting Documents, Procedures and Guidelines

6.1   Disability Discrimination Act 1992
https://www.legislation.gov.au/Details/C2015C00252

6.2   Disability Standards for Education
https://www.legislation.gov.au/Details/F2005L00767