

# **Procedure for Identification and Program Considerations for Students with Particular Learning Needs**

Bethania Lutheran School seeks to provide a quality education for all its students and to develop their abilities fully within the educational program. As such the school seeks to meet the needs of all students, including those who need learning support, who have a disability or who require program extension. We recognize that every class will contain students for whom the standard curriculum does not meet their needs.

## **Identification**

Identification may be initiated by any of the following:

Teachers:

A teacher may suspect that a student has particular needs by the way that student behaves in class and by class achievement. Performance records as well as anecdotal records will provide valuable information. A behavioural checklist should also be completed. Further assessment can be done by the Learning Support Teacher to confirm the teacher's nomination.

Parent:

On enrolment parents are to complete the Enrolment Application. This includes a profile which may indicate areas of need. This form is forwarded to both the class teacher and the Learning Support Teacher whenever an area of need or particular strength is identified. Parents know their child well and can provide the school with valuable information about the child. They will be asked to complete a Parent Observations form so that there will be specific and relevant information about the characteristics, the interests and home achievements of the child.

## **Procedures**

The following procedures are to be adopted for any student whom teaching staff and/or parents consider requires assessment.

1. Class teacher to consult with Learning Support Teacher and/or Gifted and Talented co-coordinator.
2. Class Teacher to approach parent(s) to report area of concern and to consider options, including the child's assessment and evaluation by the Learning Support Teacher/Gifted and Talented coordinator

3. Learning Support Teacher/Gifted and Talented Coordinator to assess/evaluate and make recommendations.
4. Class teacher and Learning Support Teacher/Gifted and Talented coordinator, if necessary, to meet with parents and discuss the findings of observations. Recommendations may also be given for referrals to outside agencies if necessary.
5. Consultation continues until consensus on appropriate action.

### **Diagnostic Tools Used for Special Needs Assessment**

A range of diagnostic tools and assessments will be used to track student progress ascertain individual need. These could include but will not be limited to:

- Whole school yearly standardised testing - PAT Maths, I Can Do Maths, Waddington spelling and reading, Westwood Spelling, GAP Reading, GAPADOL reading, PM Benchmarking
- Neale reading analysis
- DRA Reading analysis
- Lexile benchmarking, PM Benchmarking
- Booker Mathematics Aptitude test
- ELF assessment
- Daberon early learning assessment
- THRASS evaluations

### **Program Considerations**

If a student is assessed with learning or behavioural difficulties, the student will be supported through programs developed between class teacher and learning support teacher. If necessary an Individual Education Program (IEP) may be developed for a specific area of need. At higher levels of need Advisory Visiting Teachers, psychologists or specialist agencies may also be involved in the development of these IEPs.

For students ascertained at very high levels of learning or behavioural needs, the school will assess whether the school has the necessary resources to accommodate the needs of the student. If the assessment is that the school can accommodate these needs, then the provisions contained in the previous paragraph will apply. If the school cannot accommodate these needs then a meeting will be held by the Principal with the child's parents to discuss their continuing enrolment at the school.

For students identified with higher learning abilities teachers will provide a supportive and challenging environment which responds to the intellectual, physical, social and emotional needs of these students. Teachers will also be made aware of seminars and conferences to help them become more aware of the gifted and their needs. A number of approaches for the education of the gifted and talented students are available;

- appropriate and specific strategies in the classroom
- enrichment
- working on a particular topic at greater depth than would be usual
- compacting of curriculum
- providing incentive to work outside and beyond the regular classroom
- curriculum differentiation
- competitions

