Catholic schools in the Archdiocese of Canberra and Goulburn are committed to addressing the educational outcomes of students with disabilities through inclusive practices, informed by relevant disability legislation.'

From: Equity, Diversity and Inclusion in Catholic Education – Experience the Possibilities. CEO – Archdiocese of Canberra Goulburn

The AUSTRALIAN DISABILITY STANDARDS for EDUCATION
The Australian Disability Standards for Education (Commonwealth of Australia 2005) has as its objects

- To eliminate as far as possible, discrimination against persons on the ground of disability in the area of education and training

- To ensure as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community

- To promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

(Disability Standards for Education Part 1.3)

Within the scope of the Disability Standards legislation, there are five specifically addressed standards. Three of these relate very clearly to students with disabilities:

- Enrolment (Part 4.1 - 4.3)
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- Participation (Part 5.1 – 5.3)
- Curriculum development, accreditation and delivery. (Part 6.1 – 6.3)

It should be noted that these standards apply to all providers of education from preschool through to higher education and those bodies that provide development and accreditation of curricula, training packages and courses used by educational authorities. These standards must be recognized by schools in all learning environments such as in face to face teaching in the classroom, on the sporting field and during excursions.

RATIONALE

At St Bede’s School we believe:
- It is the responsibility of the whole school community in partnership with the student and their family to cater for students’ needs.
- All children can learn.
- Children learn and develop at different rates.
- All children can expect to be respected and be given the opportunity to take part in the full life and learning of the school.
- Students can see themselves as able to learn and continue to learn throughout their life.
- Independent learning should be encouraged and nurtured.
- Positive relationships between all stakeholders in the students’ learning, fosters the students’ learning.
- Teachers can seek assistance and support from school based, system and community personnel.

GOALS

At St Bede’s School the Learning Support team aims to support teachers in providing an educational environment that

- Ensures that all students are provided with appropriate opportunities to enable the development of their potential.
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- Enhances self esteem and confidence in all students to develop a positive attitude to their learning
- Is inclusive of all students
- Encourages the development of initiative in all students.
- Monitors the students’ Literacy and Numeracy progress and provides assistance when necessary.
- Is flexible and readily adaptable to the needs that may arise throughout the year.

ENROLMENT

Taken from CEO Enrolment Policy for Catholic Systemic Schools 2008

3.2.3 Students with Disabilities

3.2.3.1 Principals must refer to the Disability Discrimination Act which can be located in the Policy and Procedures Manual or on the CEO website http://ceo.cg.catholic.edu.au/policies/disability.htm
3.2.3.2 When processing enrolment applications from parents/guardians of students with disabilities who seek to be included in regular classes within the school, Principals must follow the enrolment processes detailed in Schedule A attached to this policy.
3.2.3.3 The Coordinator of Special Needs Education Services must be contacted for advice during consideration of an enrolment application for a student with disabilities.

POLICIES and PROCEDURES for LEARNING SUPPORT

St Bede’s follows policies to ensure students with disabilities or students with extra learning needs have access to educational opportunities which support their participation in learning. This inclusive approach draws from the following Catholic Education Office documentation.

- Equity, Diversity and Inclusion Experience the Possibilities – Disability Education Strategic Plan 2010 – 2014
- Special Needs Learning Support Book
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- Students with Special Needs (Disabilities) – Identification and Support Policy (available on CEO intranet under Policies)

LEARNING SUPPORT PROGRAM AND DELIVERY

Always with the aim of inclusion of all students in the learning process, and the priority of children with extra learning needs to experience the life of the classroom fully, support may take the form of one or more of the following forms depending on student needs:

- Support provided to the classroom teacher from the Learning Support Teacher in planning a differentiated curriculum for student/s in the class

- Support provided to classroom teachers in identifying, monitoring and supporting students with extra learning needs.

- Small group instruction within the classroom with students with similar needs

- Individual work with students in the classroom by either, Learning Support Assistant (LSA), Learning Support Teacher (LST) and or sometimes parents.

- Support provided individually for development of specific skills during LOTE time (where children have been withdrawn by parents from LOTE program.)

- Professional development of teachers and Learning Support Assistants.

ASSESSMENT/ STUDENT PROGRESS MONITORING

Assessment of all students is undertaken by classroom teachers constantly within the classroom and is adjusted to allow all students to show their skills in relation to the assessment task.

Students with extra learning needs in the classroom are included in all assessment tasks, however teachers do modify/adjust/differentiate tasks and requirements so that students are able to show their understanding of content and skill development. Assessment tools as recommended by the CEO are used where necessary to assess students’ progress in relation to age and year level, to ascertain if the student requires more support than he/she is receiving. These assessments are done by Learning Support Teacher in a one to one situation, and results are reported back to class teacher and/or parents.

Classroom teachers who have students with disabilities in their class, write matrices for each student and in collaboration with parents/carers write Independent Education Plans (IEP) throughout the year as is necessary. The IEP is evaluated at the end of each time frame allotted, ie 6 weekly, end each term. Teachers also write
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matrices for other students in their class who they feel need extra support, in preparation for discussion with Learning Support Teacher and/or parents re support.

STANDARDISED ASSESSMENTS
Twice during the year, in Term 2 and Term 4, each class from Year 1-6 undertakes standardized assessments:

<table>
<thead>
<tr>
<th>Class</th>
<th>Assessments done Term 2 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Kinder Assessment-Marie Clay's Concepts of Print, Canberra Word List, Letter Identification, SENA 1, Running Records(at least once per term)</td>
</tr>
<tr>
<td>Year 1</td>
<td>Core Word Identification, Peter’s Spelling in Context, SENA 1 (Term 3), running records(at least once per term)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Burt Word Recognition, Peter’s Spelling in Context, PAT Maths (Term 4 only) One Minute Numeracy test Term 1(Addition/Subtraction,Term 4 Addition/Subtraction/Multiplication/Division, SENA 1 (for students who have not exited) SENA 2 (Term 4) Running Records(at least once per term until exit at 30)</td>
</tr>
<tr>
<td>Year 3</td>
<td>Peter’s Spelling in Context, Torch Comprehension ‘Grasshoppers’, South Australian Spelling Test (SAST), PAT Maths, One Minute Numeracy Test - all operations, SENA 2(Term 4) Running Records(at least once per term until exit at 30)</td>
</tr>
<tr>
<td>Year 4</td>
<td>Peter’s Spelling in Context, Torch Comprehension ‘Lizards Love Eggs’, South Australian Spelling Test (SAST), PAT Maths, SENA 2 (Term 3/4) Running Records(at least once per term until exit at 30)</td>
</tr>
<tr>
<td>Year 5</td>
<td>Peter’s Spelling in Context, Torch Comprehension ‘Cats’, South Australian Spelling Test (SAST), PAT Maths, Running Records(at least once per term until exit at 30)</td>
</tr>
<tr>
<td>Year 6</td>
<td>Peter’s Spelling in Context, Torch Comprehension ‘Swamp Creature’, South Australian Spelling Test (SAST), PAT Maths, Running Records(at least once per term until exit at 30)</td>
</tr>
</tbody>
</table>

From the above standardized assessments teachers are able to use these results to plan for individual students’ areas of extra need.
Please also refer to St Bede’s Assessment and Reporting Policy

ROLES
The enrolment and education of a student with a disability or extra learning needs, is the concern of the whole school as a community within the Church. All participants in the education process (parents, students, teachers, administrators) share as professional partners, the responsibility for successful outcomes for all students.

The Principal
- Informs parents of the Special Needs/Learning Support policy when taking new enrolments
- Follows enrolment processes as required by the CEO Enrolment Policy for Catholic Systemic schools
- Facilitates the provision of an inclusive learning environment for all students
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- Liaises with the Learning Support Teacher across all aspects of learning for all students.

- Provides information to whole staff on the enrolment of a child/children who has/have a disability.

- Encourages all staff to attend relevant professional development opportunities provided by CEO Learning Support team.

- Ensures that submissions to support Students with Disabilities are prepared.

The Classroom Teacher

- Is responsible at the school level, first and foremost for meeting the learning needs of all students in the class.

- Is supported in this role by Learning Support Teacher and Learning Support Assistants.

- Provides a learning environment where the needs of all students are met including those with special needs.

- Reads appropriate documentation to understand the needs of the students in the class.

- Designs and implements a differentiated curriculum, where necessary, to allow for the needs of students with extra learning needs.

- Plans collaboratively and regularly with parents and members of Learning Support team on Individual Education Plan (ILP) and matrices as needed.

- Works in cooperation with parents, the Learning Support Teacher, the Principal, the Learning Support Assistant/s and outside professionals who are involved in caring for the student with extra learning needs.

- Maintains regular communication with parents of students with extra learning needs.

- Maintains appropriate documentation in programs regarding differentiation of tasks or assessments.

- Attends professional development that is appropriate to the needs of students in the class.
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- Ensures explicit teaching of required skills for students to participate effectively as members of the class, school and wider community.

The Learning Support Teacher

Is most effective when

- there is a whole school approach to the inclusion of students with disabilities.

- he/she plans collaboratively with classroom teachers, other staff and parents on behalf of students with extra learning needs.

Responsibilities of the Learning Support Teacher will include:

- Leading the team of Learning Support Assistants in the development and support of efficient, effective learning support in the school.

- Promoting and contributing to the development of a whole school approach for inclusion of students

- Ensuring CEO Learning Support procedures and initiatives are followed by:
  - Supporting teachers in the planning and delivery of Individual Learning Plans (ILPs) with parent input, matrices, and differentiating of classroom programs.
  - Be available for review meetings with parents, both formal and informal, as requested by classroom teachers.
  - Liaise with CEO Learning Support team to plan for enrolments, referrals for assessments with CEO personnel, and completion of necessary documentation ie ‘Educational Impact Statement’ and follow up of any associated assessments and documentation.
  - Maintain up to date student files and associated information on behalf of students with extra needs.
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Responsibilities of Learning Support Teacher (cont.)

- Identification of students with extra learning needs and assessment of their needs, through diagnostic testing and further referral on to outside professionals.

- Providing support in the classroom by outlining the nature of students’ extra needs, working with individual students/groups of students in the classroom with similar needs / co teaching in classrooms on particular topics/lessons.

- Understanding and explaining Learning Support funding issues to the learning support team and teaching staff.

- Liaise with the Principal regularly to plan for students with extra needs, coordination of Student Centred Appraisal of Need (SCAN) meetings and reviews, preparing submissions for funding and providing accurate data for surveys and census documents.

- Facilitating the delivery of professional development to staff around students’ needs.

- Leading a weekly meeting where coordinating the duties of the Learning Support Assistants ie timetabling, how assistance can be given, where assistance can be given, what requests of LSA can be refused are discussed and confirmed.

- Informing staff members of the professional development opportunities that are available if they have students with disabilities in their class and services and resources available through the CEO and / or outside agencies which may assist these students.

- Liaising with other education providers when planning students’ transition into or out of school.

The Learning Support Assistant
Provides support to the classroom teacher in conjunction with the Learning Support Teacher in supporting students with extra learning needs in the classroom.
This role may involve:
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- Working with groups of students in the classroom as directed by classroom teacher- LSA can work with more able students in monitoring role so class teacher can work with students with extra needs.

- Providing input in developing Individual Learning Plans (ILPs) and supporting the delivery of the goals of the ILP.

- Report relevant aspects of students’ behaviour/progress to class teacher and/or Learning Support Teacher

- Preparing and adapting resources for student use in the classroom as directed by the teacher.

- Implement programs designed by class teacher or Learning Support Teacher for individual students or groups of students.

- Supporting students through extra explanations and monitoring of task progression.

- Supporting the class teacher in behaviour management strategies.

- Assisting with mobility, hygiene and other medical matters.

- Assisting students with organizational skills ie related to school routine.

- Working cooperatively as a member of the Learning Support team and attending weekly team meetings.

- Demonstrating initiative and flexibility, specifically when unexpected changes occur in classroom and learning support timetables.

- Supporting general student management and pastoral approach in the school in contact with students.

Parents
Parents are the first educators of their children, and it is essential that they are directly involved in their child’s education.
It is encouraged at St Bede’s that the parents work as closely as possible with the classroom teachers, administration and Learning Support Team in the education of their children.