

ST AGNES' SCHOOL, MATRAVILLE SPECIAL EDUCATION POLICY 2005

PHILOSOPHICAL BASIS:

At St Agnes' Catholic School, with Jesus as our model we believe that::

- St Agnes' offers a supportive school environment which provides for the physical, spiritual, pastoral and academic well-being of students with special educational needs.
- The School Mission Statement acknowledges the uniqueness and individuality of each student.
- Students with special needs are fully integrated into the mainstream classroom.
- Developing good communication and social skills is important for students with special needs.
- Relevant technology enhances the access of students with special educational needs to quality educational programs.
- All classroom teachers should be supported with both human and material resources in order to safely meet the needs of their students.
- Class teachers should be inserviced where appropriate.

MANDATORY PROVISIONS:

- A whole school plan supporting the integration of all students with special needs will be submitted annually to the CEO.
- Identified students will have an individual educational plan (IEP) designed to meet their needs. (See Appendix A).
- Those involved in the individual education planning will work collaboratively to ensure the achievement of common goals for the student with special educational needs.
- Provision should be made for adoption and modification to curriculum and teaching strategies here appropriate for students with special needs.
- A variety of assessment procedures are implemented to identify the needs of the students on the special education program. Each student's progress is regularly monitored.
- Teachers follow the "referral and identification" procedures including the four stage process as recommended by the CEO.
- Teachers should maintain an update student profiles, records and files.

DISCRETIONARY PROVISIONS:

- IEP teams may consist of the student with special needs, parent(s), classroom teacher, teacher assistant, special education teachers and other specialist personnel if available.
- Parents will be involved in the goal setting and planning of outcomes for students with special needs.
- Form a School Support Team.

REFERRAL PROCEDURES:

Classroom teachers are directed to follow the Special Needs Program – In-School Referral Form when referring a student for further assessment. The Special Needs Teacher will assist by providing assessment in academic areas. Work Samples and other evidence of the student's learning difficulty can be collected by the classroom teacher. In consultation with the Principal and the student's parents, the student may then be referred for educational assessment. Currently, this service is provided by a number of community agencies or on a limited basis by the Catholic Education Office.

In brief, the procedure for the identification of students with Special Needs will be as follows:

1. Assessment
2. Consultation with student
3. Adjustment to teaching strategies that will be clearly noted and concluded in a teacher's program.
4. Monitor and Assess pupils progress. This is to include anecdotal records of assessment and profiles completed.
5. Consultation with previous teachers (change over time) records, portfolios.
6. Concerns will be tabled by teachers to the Principal at initial concerns.
7. Carry out formal/informal assessment
8. Consultation with support team.
9. Consultation with other professionals
10. Support team to formulate plan of action.
11. Monitoring of students progress each term.

IDENTIFICATION OF STUDENTS WITH PERCEIVED LEARNING DIFFICULTIES

Children of concern need to be observed by classroom teacher. Observations and work samples need to be recorded to show evidence of poor classroom performance. Work samples should always be analysed. This poor performance may be the result of needs in any, or all, of the following areas:

- Language (ESL, speech, reading)
- Emotional
- Behavioural
- Physical

The teacher should proceed with intervention as soon as the concern is realised and notify the Principal of their initial concerns. This will help to establish what strategies may assist the child or not. If the teacher is still not satisfied that appropriate progress is being made they need to follow the procedures set down in order for a collaborative consultation to discuss relevant issues to take place.

Confidentiality is extremely important while gathering information from parents and past teachers.

**IDENTIFICATION OF STUDENTS WITH
PERCEIVED LEARNING DIFFICULTIES**

Record of Teacher Observations

Teacher's Name: _____ Date: _____

Student's Name: _____ Year: _____

Date of Birth: _____

Description of learning difficulty (Remedial, Special Needs, Gifted & Talented)

-
-
-
-
-
-

Teaching Strategies used to cater for needs to date

-
-
-
-
-
-

Work sample/s attached: Yes Analysed: Yes

Behavioural Observations

-
-
-
-
-
-

**IDENTIFICATION OF STUDENTS
NEEDING ASSISTANCE**

Support Team (Principal/Special Needs Teacher/Teacher/Assistant Principal)

Date: _____

Time: _____

Student's Name: _____

Issues for Discussion

-
-
-
-
-
-
-

Issues Raised

-
-
-
-
-
-
-

ACTION to be taken

-
-
-
-
-
-
-

By Whom

Follow up meeting date: _____

Meeting closed: _____

SCHOOL MODELS OF SERVICE DELIVERY

1. **Withdrawal:**

Students are withdrawn from class for 1:1 assistance with the Special Education Teacher to work on I.E.P outcomes.

This model is appropriate for students whose needs are so great that they would benefit most from an individual program. The program is designed in consultation with the classroom teacher. The students are given individual instruction on aspects of the I.E.P. In the curriculum of English.

2. **In Class Assistance:**

Classroom teacher receives support for students having difficulties with the mainstream curriculum either from the Special Education Teacher or the Teacher's Aide.

This model is suitable for teachers who may have two or more students in their class needing assistance. The teacher may choose to opt for in class assistance during a lesson in a key learning area. Team Teaching can allow the classroom teacher to target a small group of students for more in depth instruction. It can give the students with special needs an opportunity to consolidate their learning.

3. **Group Instruction**

Students having similar educational goals can be targeted for group instruction. These students can benefit from instruction in a distraction free environment.

When there are a number of students that are having difficulty with mainstream subjects or have been identified as having similar needs, they may be withdrawn as a group for instruction using a modified curriculum that seeks to meet their current learning needs. This model may suit students who are easily distracted, lack concentration and respond well when working in a small group in a distraction free environment.

Classroom Teachers in consultation with the Special Needs Teacher may choose the model that best suits the needs of their students.

RESOURCE SUPPORT TEACHER - SPECIAL NEEDS ROLE DISCRPTION

- To assist in the identification of students with special needs within the school through observation, screening and assessment.
- To assess the children's strengths and weaknesses in Literacy, in order to develop an individual Literacy Program.
- To assist in developing an individual educational program (IEP) for students identified as having special needs in collaboration with the class teacher and other parties involved in the student's welfare.
- To provide support and guidance to classroom teachers in the implementation of the student's IEP.
- To provide suitable resources for the implementation of programs for special needs students.
- To work in a collaborative model with the classroom teachers and teacher's aide. This may take the form of in class assistance, withdrawal for 1:1 intensive instruction, working with small groups of students.
- To implement, monitor and evaluate the individual education program.
- To liaise with outside agencies or specialist personnel (Speech Pathologist, Occupational Therapist etc) in order to provide the special needs student with the most appropriate intervention.
- To communicate regularly with the Catholic Education Office (Eastern Region), School Principal, Classroom Teachers, Teacher's Aide and parents on matters concerning the Special Needs Student.
- To increase students' self esteem by providing them with many opportunities to experience success alongside lots of positive reinforcement.
- To assist in providing a stimulating learning environment that meets the educational needs of each student

TEACHER'S AIDE - SPECIAL NEEDS ROLE DISCRPTION

- To provide 1:1 assistance for specific students on the Special Education Program.
- To assist the Resource Support Teacher in the preparation of teaching materials.
- To provide in class assistance, if necessary to students with special needs.
- To help increase students' understanding of concepts by engaging them in reinforcement and consolidation activities.
- To communicate regularly with the Resource Support Teacher providing feedback about individual students' progress.

ROLE OF SUPPORT TEAM

- Receive record of students with special needs from member of school staff or parents
- Provide advice to teachers on the management of students with special needs.
- Refer students with special needs to appropriate members of the school staff for further assessment.
- Assist teachers in developing programs to meet identified needs
- Monitor student's progress in program developed.
- Withdraw students from program or phase out programs when outcomes have been achieved.
- Advise the school principal on the resources needed (human and material)
- Refer students posing sever difficulties to relevant outside agencies for further assessment.
- Collaboratively plan action-based program from accumulated data.

PERSONNEL

Principal, Assistant Principal, Special Needs Teacher.

Classroom Teacher: To be determined by the needs of the child/children involved e.g. Music, Science etc. This position, therefore, can be seen as one that will change as the need arises.

**SPECIAL NEEDS PROGRAM
IN-SCHOOL REFERRAL FORM**

Date: _____

Child's Name: _____

Date of Birth: _____ *Class:* _____

Referral made by:

Description of problem/concern: _____

Action Taken to Date: _____

Result of interview with parents (if relevant): _____

What would you consider are the child's strengths? _____

What would you like to happen next? _____

Other comments: _____

TEACHER'S SIGNATURE

RECOMMENDATIONS

(Support Programs, Interventions, Teacher Support):

ACTION TO BE TAKEN:

By Parents: _____

By School Staff/Class Teacher: _____

Learning Support Teacher: _____

Other: _____

SIGNED: _____

DATE: _____

SCHOOL REFERRAL FORM

Date: _____

Child's Name: _____

Date of Birth: _____ *Class:* _____

Referral made by: _____

Description of problem/concern: _____

Action Taken to Date: _____

REPORT

Test/s undertaken: _____

Past Records: _____

Observations: _____

Action to be taken: _____

DATE

TEACHER'S SIGNATURE