

STUDENTS WITH DISABILITY/ADDITIONAL NEEDS

PROCESSES AND PROCEDURES AT MOONEE PONDS WEST P

THE PURPOSE OF THIS INFORMATION SESSION

- Outline the processes the school can take to identify and support children with disability and additional needs.
- Outline the tiers of support the school can offer.
- Individual Learning Plans.
- Provide an opportunity to provide feedback and ask questions.



FAMILY AND TEACHER RELATIONSHI

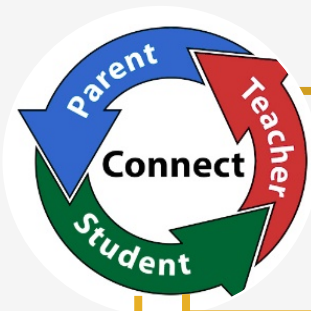
- Partnerships are important for success.
- Clear channels of communication enable partnerships to work to achieve a common goal .

COMMUNICATION AND COLLABORATION



Student requiring additional support.

Teacher meets with parents/ carers

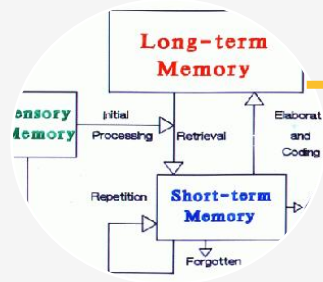


Teacher and/or parents meet with PSD/Student Welfare Coordinator.

Formative Assessments



Teacher experience/ assessments to identify areas for support.



External diagnosis/ report(s)

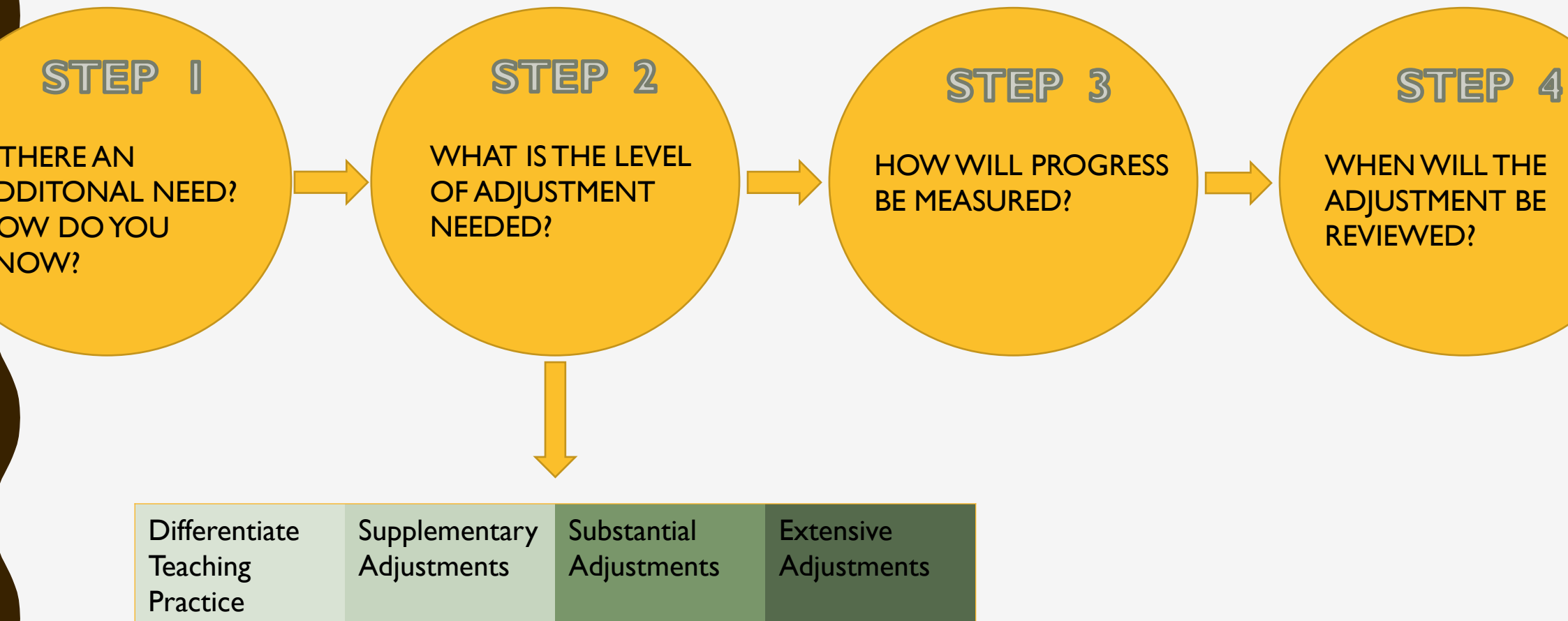


All data reviewed and extra assessments completed if needed.



Type of support decided.

GUIDELINES FOR ACTIONS



Adjustments the School Can Offer

SUPPORT PROVIDED WITHIN QUALITY DIFFERENTIATED TEACHING PRACTICE

Quality teaching practice is responsive to the differential needs of all students. Some students with learning difficulties may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practice. Their identified needs would be subject to close monitoring and review.

Classroom Adjustments:

- Differentiated teaching
- In-class targeted support
- Learning Support
- Support Plans

SUPPLEMENTARY ADJUSTMENTS

Supplementary adjustments are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments are designed to address the nature and impact of the students' needs.

Individual Learning Plan

- 10-15% of students
- Students operating **more** than 6 months below expected standard.

SUBSTANTIAL ADJUSTMENTS

Substantial adjustments are provided to address the specific nature and significant impact of the learning difficulty/student needs. These adjustments are designed to address the more significant barriers to students' engagement, learning, participation and achievement.

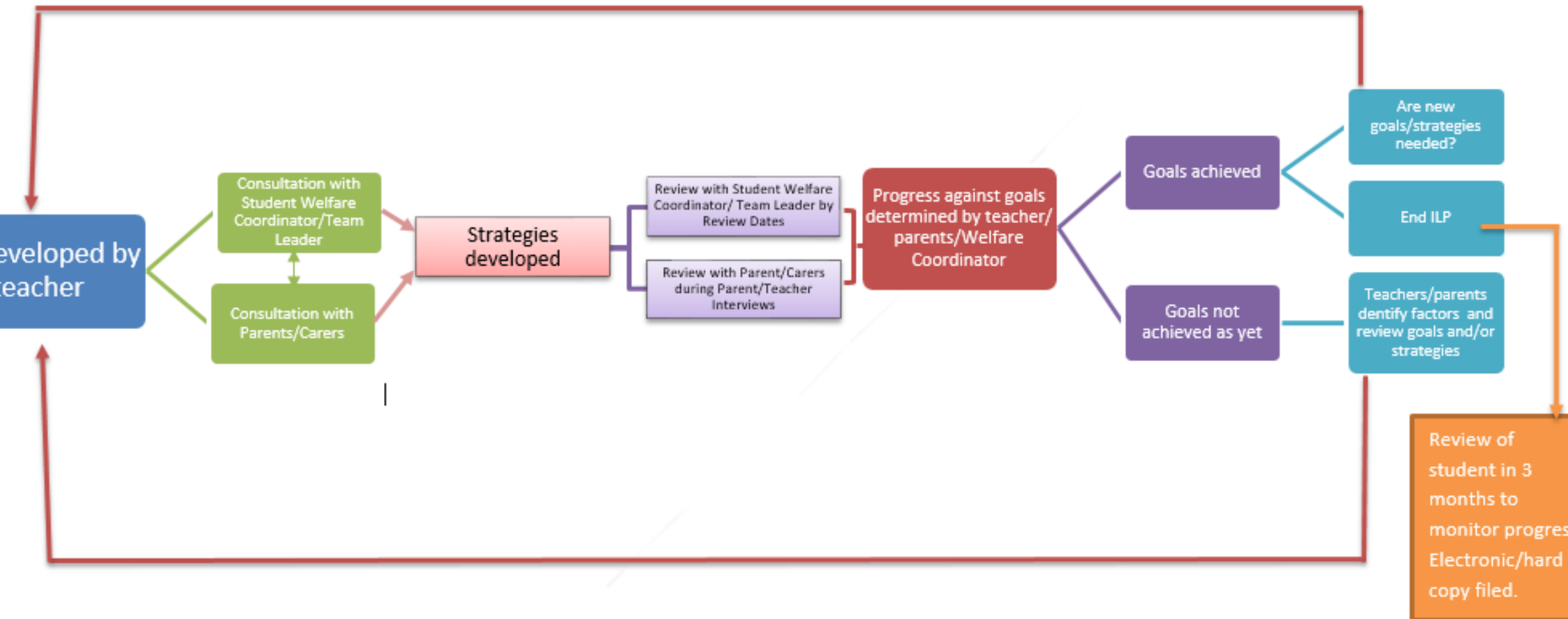
EXTENSIVE ADJUSTMENTS

Substantial adjustments are provided to address the specific nature and significant impact of the student's disability/learning difficulty. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

Additional interventions

- SSSO Involvement
- Funding of additional support
- Classroom Support
- Visiting Teachers
- External support

ILP REVIEW PROCESS



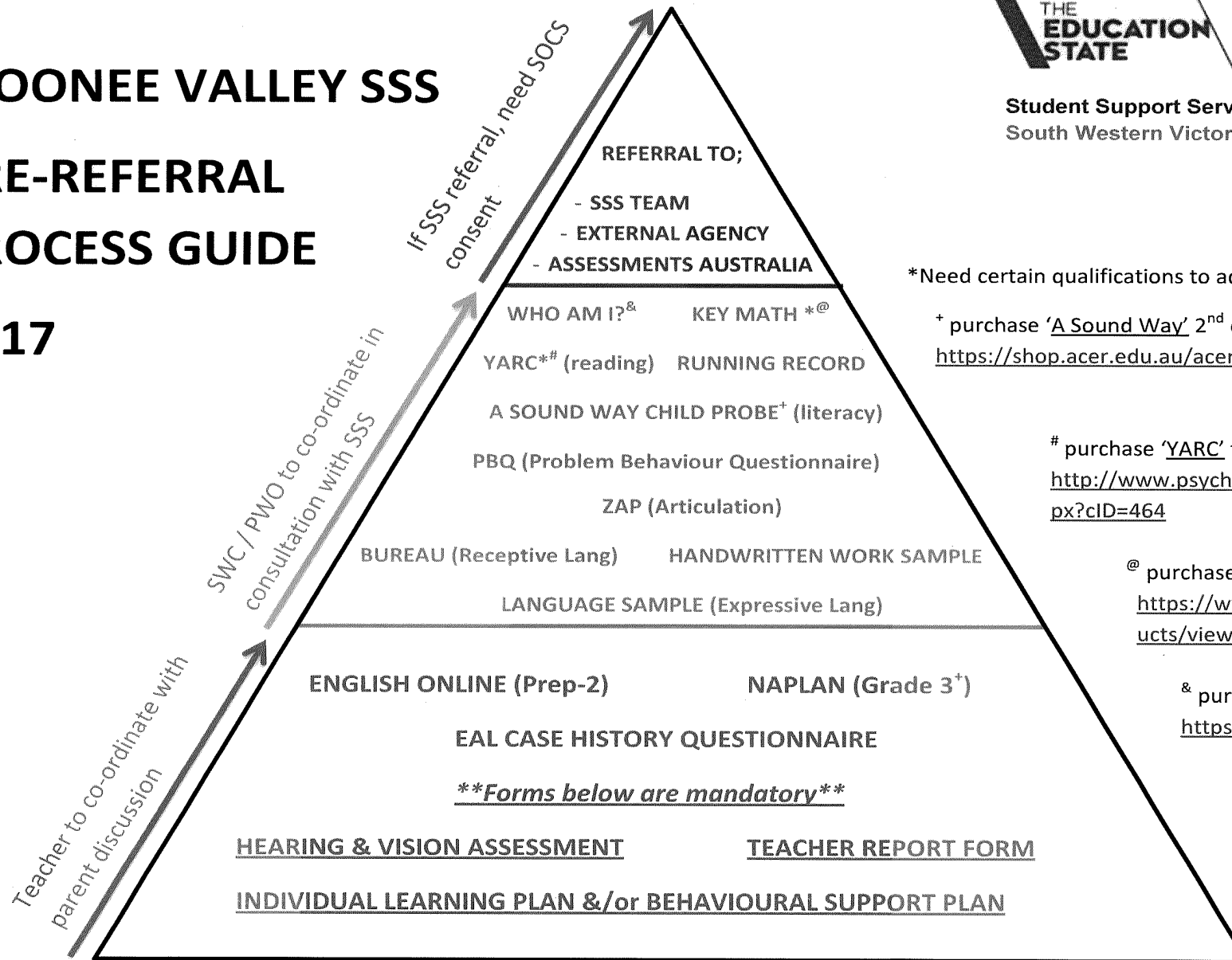
MOONEE VALLEY SSS

PRE-REFERRAL PROCESS GUIDE

2017



Student Support Services – Western Melbourne Area
South Western Victoria Region



*Need certain qualifications to administer & purchase

+ purchase 'A Sound Way' 2nd edition from
<https://shop.acer.edu.au/acer-shop/group/ASW>

purchase 'YARC' from
<http://www.psychassessments.com.au/Category.aspx?CID=464>

@ purchase 'Key Math' from
<https://www.pearsonclinical.com.au/products/view/234>

& purchase 'Who am I?' from
<https://shop.acer.edu.au/group/WHO>

****Forms below are mandatory****

HEARING & VISION ASSESSMENT

TEACHER REPORT FORM

INDIVIDUAL LEARNING PLAN &/or BEHAVIOURAL SUPPORT PLAN

QUESTIONS/COMMENTS...

