Additional Needs Policy

St Mary’s Primary School

Policy Number: Additional Needs Policy 1.1

Status: Ratified

Date Issued: 5 March 2014

Evaluation and Review: 5 March 2016

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Related Documentation:
RATIONALE:

It is crucial that all students are given educational opportunities that support them to reach their full potential. All students at St Mary's are provided with educational programs, opportunities and experiences that enable them to become accomplished learners in an inclusive setting. The model of support offered in the school is based on inclusion, differentiation of curriculum and shared responsibility of all students.

SCOPE:

The model of support offered to students with additional needs at St Mary’s is one of shared responsibility and collaboration between parents, teachers, additional needs teacher, executive, Additional Needs Officer and supporting allied health professionals. The collective wisdom and experience of the personnel devise inclusive strategies that meet the needs of these students and support educational progress.

PRINCIPLES:

Students with additional needs are supported inclusively within the classrooms. Teachers are supported by the additional needs teacher and the additional needs officer with informed and current recommendations based on best practice that builds capacity in the teacher to deliver a rigorous and relevant curriculum for all students. Individual Plans are developed to set explicit and SMART learning goals by the teacher based on current assessment that enable the student to meet achievable learning goals within the differentiated classroom.

IMPLEMENTATION:

The role of the additional needs teacher and the support staff at St Mary’s is currently undergoing review. The roles and responsibilities are outlined below in a draft and negotiated form based on a collaborative process as the school investigates a model of co-support in classrooms.

Role of the Additional Needs Teacher

- Disseminate information about students with additional needs to class teachers and support staff
- Recommend and facilitate implementation of strategies for students with additional needs
- Build capacity in teachers and assistants and knowledge of high yield strategies for students with additional needs.
- Create an Individual Plan for a student with identified needs
- Facilitate IP meetings, record minutes and follow up recommendations from the meetings.
- Manage documentation regarding additional needs verification.
- Attend Additional Needs Teacher meetings and professional development regarding the needs in the school.
Facilitate the model of support offered in the school by working with teachers and assistants using the considered approach.

**Role of the Classroom Teacher**
- Support the consistent model of support offered by the school
- Take the ‘at risk’ learning group at literacy/English time
- Take the ‘at risk’ learning group at numeracy/Maths time
- Make adjustments to the curriculum and instructional strategies when needed.
- Attend an IP meeting regarding a student with additional needs
- Create SMART goals for a student on an Individual Plan and create learning experiences to achieve the goal.
- Monitor and record student’s progress
- Make phone calls to parents regarding students’ needs
- Write learning intentions and success criteria’s for students related to the continuums or outcomes
- Set up and manage the visual timetable for the class
- Use the school policy related to behaviour management and implement individual behaviour plans when needed.
- Communicate with parents regarding homework, assignments or activities.
- Implement Individual Learning plans
- Write in the student’s communication book
- Communicate with teacher assistants and support staff the behaviour management techniques used in the class

**Role of the Teacher Assistant**
- Create a to-do list on a student’s desk instead of verbal reminders
- Set up the next activity while the teacher is talking to the group.
- Prepare visuals and scaffold while the teacher is giving instructions
- Provide assistance in school routines
- Manage the visual timetable for an individual student
- Read aloud to students while the teacher is working with a small group
- Model note taking on the board while the teacher is talking (this could be a visual checklist/schedule or notes for students)
- Reteach or pre-teach with a small group
- Monitor the whole group while the teacher takes a small learning group
- Arrange for peer support for a student by communicating with other students
- Participate in school based activities such as the swimming carnival.
- Know the SMART goal for an individual student and implement the learning experiences planned by the teacher.
- Create social stories related to class and school routines
- Assist with the behaviour management of students
- Work with the classroom teachers to provide appropriate teaching and learning activities and environments.
- Manage the ‘to do’ visual checklist for a student who needs it
- Shadow a student at lunch – to collect data about behaviour
- Assist with toileting and personal care of students
Photocopy and laminate – to support visuals and resources for students with additional needs
Minor maintenance of physical/electronic equipment used by funded students

EVALUATION:
This policy will be reviewed and adapted as new information comes to hand.

REFERENCE