



# INCLUSIVE EDUCATION PROGRAM

Diverse Learners Support Policy

Version 2.1, 2017

“Fair isn’t everyone getting the same thing. Fair is everyone getting what they need in order to be successful”.

At Moreton Downs State School we believe that every child has the right to learn and every child can learn. Our staff differentiate their teaching to ensure that all students have multiple learning pathways.

### **Legislation and Policies**

The policies and practices at Moreton Downs State School are underpinned by our legal responsibilities as outlined in the *Commonwealth Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (“the Standards”) and meet the requirements for Queensland state schools in delivering the curriculum from Prep to Year 12. Our policies and practices reflect our school values and our strong commitment to maximising the learning and engagement of all of our students. [Relevant Legislation, Policies and Documents](#)

The DDA makes it unlawful to discriminate against people due to disability and provides for the inclusion, protection and accommodation of all people with disability.

Under the DDA the term ‘disability’ is much broader than the six verified categories of Hearing Impairment, Vision Impairment, Physical Impairment, Autism Spectrum Disorder, Speech Language Impairment and Intellectual Disability. The term ‘disability’ therefore includes students with particular learning needs (verified and nonverified) including difficulties with social learning ie those with challenging behaviour. [Disability Discrimination Act 1992 \(DDA\)](#)

“The *Standards*” were developed to clarify the obligations of education providers under the DDA. Under ‘the Standards’ schools are required to support students with diverse learning needs so that they can participate in education on the same basis as all other students.

The *P–12 curriculum, assessment and reporting framework* specifies the requirements for each Queensland state school in delivering the curriculum from Prep to Year 12. This framework is accompanied by a series of documents which inform schools’ delivery of a quality curriculum that optimises learning for all students.

In line with the *P–12 curriculum, assessment and reporting framework* MDSS:

- provides students with the required curriculum
- assesses, monitors and captures student achievement
- sets high expectations for each student and responds effectively to their current levels of achievement and differing rates of learning
- prepares students to exit schooling with the foundation for successful lifelong learning and participation in the community
- keeps parents and students informed of the students’ achievement throughout their schooling.

All staff at MDSS:

- work hard to identify, understand and eliminate barriers that limit access to, and participation in learning.
- respond in a way that enables students with diverse learning needs to learn ‘on the same basis’ as all other students.
- support the positive educational experiences and achievements of all students.
- consult with the student and/or their parents/carers when deciding and agreeing on adjustments for this student (a legal requirement under the Standards).
- provide reasonable adjustments to assist all students, including those students with a disability to participate in learning and to demonstrate their knowledge and understanding.

### **Whole school approach to support student learning**

The provision of education at MDSS is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching. All staff purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

MDSS utilizes a whole school approach model that allows for differentiation and early intervention to meet the needs of learners at risk thereby planning for student success. Quality, explicit teaching for all students, supported by differentiation, is central to the success of this approach.

Table: Process for Class Teachers with a concern about a student.

		Process	Further Clarification
<b>P r e - r e f e r r a l</b>	1	Class teacher/s gathers evidence of student learning	<ul style="list-style-type: none"> <li>Personalised Learning Plan</li> <li>Student achievement data</li> <li>Assessment tasks, work samples, pre-tests</li> <li>Standardised assessments</li> <li>Conversations with parent/guardian.</li> </ul>
	2	Class teacher/s documents and makes an analysis of student learning needs	<ul style="list-style-type: none"> <li>Readiness, motivation, learning profile</li> <li>Current level of achievement</li> <li>Identified growth in student learning</li> <li>Records relevant curriculum provision, teaching type, assessment/reporting standard, and support model.</li> </ul>
	3	Class teacher/s implements strategies appropriate to student need and documents on weekly plan	<ul style="list-style-type: none"> <li>Explicit Instruction</li> <li>Differentiation – providing variation in content, process, product and environment</li> <li>Focused teaching – additional scaffolding and support in a particular strand, mode or part of the learning area/subject</li> <li>Revisiting key concepts, skills and knowledge using explicit and structured teaching strategies</li> <li>More support and practice</li> <li>Enrichment and/or extension</li> <li>Literacy and Numeracy support</li> <li>Support for other KLAs not included in ICP.</li> </ul>
	4	Class teacher/s reviews effectiveness of teaching and learning strategies and documents	<ul style="list-style-type: none"> <li>In collaboration with relevant specialist staff – including Music, PE and LOTE.</li> </ul>
	5	Class teacher/s implements revised strategies appropriate to student need and continues to document on weekly plan	<ul style="list-style-type: none"> <li>Intensive teaching and support – frequent and explicit instruction for sequential mastery of basic concepts, skills &amp; knowledge</li> <li>Co-planning/Co-teaching with specialist staff</li> <li>Use of Assistive Technologies.</li> </ul>
	6	Student demonstrates progress	<ul style="list-style-type: none"> <li>Student learning continues to be monitored</li> <li>Support continues to be documented.</li> </ul>
	7	<b>Referral Meeting</b> Student does not demonstrate progress / Referral to committee - Teachers must provide latest evidence of work samples and history of support.	<ul style="list-style-type: none"> <li>Teacher submits a referral to Inclusive Ed referral Meetings, Tuesdays at 8:00, Library.</li> <li>Class teachers may refer for consideration for an ICP for the next semester – allowing for timelines to be met.</li> <li>From meeting, student may have access to further assessments.</li> </ul>

**Differentiated teaching:** Differentiated and explicit teaching for all students.

**Focused teaching:** Focused teaching for identified students.

**Intensive teaching:** Intensive teaching for small number of students.

At all layers of support (Differentiation, Focused teaching, Intensive teaching) classroom programs and specific interventions are evidence based to provide greater instructional quality. The model is dynamic allowing students to move from one level to another depending on need. At all levels, ongoing monitoring and assessment is required to determine teaching and learning priorities and inform effective intervention.

Most students at MDSS are taught the curriculum for their year-level cohort. Teachers differentiate instruction in response to data, day-to-day monitoring and individual student need. Differentiation is contextualized and documented within the teacher's unit and lesson plans. Students are assessed and reported against the achievement standard for their year level.

All staff at MDSS will:

- work collaboratively with data team members to regularly analyse student data in order to inform improvement, guide teaching, identify and support at risk students.
- use a range of assessment data to determine the type and nature of intervention and support that is specific to the needs of the individual student.
- adjust the intensity and nature of interventions depending on a student's responsiveness.
- record/ document all differentiation and adjustments either on Curriculum Plans, weekly/daily planning or One School.

A continuum of support is delivered through differentiated and explicit teaching for all students, and the provision of increasingly focused teaching and intervention for identified students — including increasing levels of adjustments, monitoring of student learning, and involvement of support staff.

### **Differentiated Teaching**

Differentiated and explicit teaching provides effective interventions through scaffolded instruction for all students. At MDSS, teachers differentiate instruction in response to data, day-to-day monitoring and individual student need.

[Differentiation](#) is about quality teaching - teaching in a way that reaches out to all learners; meeting the educational needs of all the students; and giving all students access to their curriculum entitlement.

Differentiated teaching is quality, inclusive teaching based on an understanding of the learning needs of students as determined through observations and data analysis.

At MDSS, all staff:

- are proactive in building positive relationships with students and parents.
- differentiate instruction based on their students' current levels of learning, strengths, goals and interests and personalise learning where necessary through the provision of adjustments to environment, process, product and curriculum access.
- give clear explanations of the goals of activities and expectations for tasks.
- provide modelling and opportunities for guided practice prior to independent practice and provide daily opportunities to practise skills.
- monitor teaching and progress of all students and adjust accordingly.

Students who demonstrate that they are not achieving year level expectations or meeting the school's behaviour expectations after a reasonable time (depending upon the student's needs and background) may be considered for focused teaching. Students who are exceeding year level expectations may be considered for an enrichment program.

### **Focused Teaching**

[Focused teaching](#) provides identified students with additional scaffolding to meet year level expectations. For some students focused teaching addresses more significant support needs, and provides curriculum at a lower or higher year level. Focused teaching may also provide additional support to enable students to meet the school's behaviour expectations.

At MDSS, support staff work collaboratively with class teachers and others, in a team based approach, to provide this focused teaching and support. Intervention/support programs are planned by teaching staff. The school's skilled teacher aides work under the direction of teachers, implementing support programs to provide quality support to students.

Differentiation and focused teaching is contextualized within the teacher's unit and lesson plans. Intervention and support continue to align with the class program and are designed to give the student multiple opportunities to achieve the intended learning. Teachers monitor progress.

Focused teaching and interventions are documented as Support Provisions on OneSchool by class and support teachers.

The level of adjustments required and level of support required increases as student needs increase. Some students may require ongoing support at this level for a period of time. Some students may require intensive teaching, while others may no longer require the additional support.

### **Intensive Teaching**

Students are identified for Intensive Teaching by:

- Verification.
- Identified by Class teacher as requiring substantial or extensive support on Nationally Consistent Collection of Data, Students with Disability (NCCD).
- By decision at an Inclusive Education Referral Meeting.

[Intensive teaching](#) involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge and may be the recommended response for a student after [referral](#) to the Inclusive Education Committee.

Intensive teaching is provided for a small number of students who are achieving well below, or above the year level expectations in some or all learning areas, or who display behaviours that are deemed complex and challenging despite focused teaching. Students receive support from one case manager (SEP or STL&N). This is to ensure students are having targeted support, efficient use of support resources and so students do not spend too long away from the classroom.

SEP Intensive Support	STL&N Intensive Support
Core Skills English linked to Soundwaves, phonological skills, word skills, verbalizing and writing sentences. Individualised from diagnostic assessment.	Students are identified as early as possible, usually after data has been interrogated at a year level meeting or in some cases the STL and N may approach the class teacher after reviewing One School data. STL and N will conduct further diagnostic assessment and implement effective supplemental interventions based on the results. Interventions start as soon as possible and students are moved to level 2. Students are monitored during this time and if gaps in learning are filled then students return to the level 1. Interventions at Level 2 are entered as Support provisions on One School. Class teachers would continue with explicit teaching and to differentiate and reteach
Foundation Mathematics – number	
Social / Emotional – Socially Speaking	
Self-Regulation – Zones of Regulation	
Self-care / Hygiene / Dietary	
Delivery Speech Language Programs & other therapies	
Inclusion Support – intensive support to	

access curriculum in the classroom, teacher / aide working in classrooms to provide scaffolding, pre and re teaching, extra steps, adjusted materials, use of assistive technology.	concepts when required. If progress is not made after level 2 focused teaching has occurred for a reasonable period, usually 8 to 10 weeks, then the process of referral to the Inclusive Education Committee would start. The student may require more intensive support or be considered for assessment by the Guidance Officer and/or Speech Pathologist. The class teacher and the ST L and N would now have some comprehensive data and information about the student to present to the committee. Strategies would have been suggested and tried in the classroom and their success or failure are discussed at the meeting.
Inclusion support specialist lessons / special events	
Alternate programs for students not participating in LOTE and/or special delivery of curriculum content.	

For some students intensive support may be for a short period of time, for particular aspects of the curriculum or behaviour skills. For other students this may involve intensive teaching in some or all learning areas for a more prolonged period of time.

A data base (tiered learning) of students receiving Layer 2 (focused teaching) and a Layer 3 (intensive teaching) intervention is kept. This documentation includes the nature of support / intervention and a record of student progress and achievement.

A very small number of our students, despite differentiation and additional support, focused teaching and intensive teaching, may continue to perform substantially above or below year-level expectations in the whole learning area or across the whole curriculum. For these students, it may be necessary to provide a different year level curriculum recorded in an Individual Curriculum Plan. All students requiring intensive support must be discussed with the Inclusive Education Referral Team.

### **The Inclusive Education Team Referral Process**

**Meetings Tuesdays 8:00 - 8:30, support staff remain until 9:00 for case management purposes. Two cases are able to be discussed per week.**

The Inclusive Education Referral Team consists of the HOSES, Deputy Principal, Guidance Officer, Case Manager, LSTL&N, Chaplain and Speech Language Pathologists.

The Inclusive Education Committee hears cases regarding a broad range of issues, but not limited to, learning issues, cognitive issues, behavioural issues, disabilities, mental health, school and work transitions, self-esteem, grief and loss, trauma, anger management, relationships, conflict, sexuality and linking with issues from outside of school.

Class teachers are the primary educators of diverse learners; they are encouraged to refer to access support services, strategies and professional development. This referral process is important in identifying students for verification and for documenting tracking on student identified on nationally Consistent Collection of Data – Students with Disability (NCCD). Students who are already receiving support may be referred to the committee to review the support.

Teachers may refer a student to the Inclusive Education Referral Committee directly to the HOSES, once they have meet the following as outlined in the Pre-referral checklist.

Has the Class Teacher:

- Looked in OneSchool. Dashboard Data. Support Provisions;
- Checked student folio to note any relevant information, read reports and/ or recommendations;
- Collected data – current running record (completed by the teacher), recent writing sample, numeracy records, relevant anecdotal records, observation records;
- Discussed concerns/ strategies with the child's previous teacher;
- Discussed your concerns and strategies tried so far with the child's parent/s or guardian/s;
- Implemented a home/school communication book;

- Checked with parents that the child's hearing and vision have been checked and that all medical factors have been discussed;
  - Utilised parent helpers to assist with program implementations;
  - Built a relationship with this student;
  - Made curriculum adjustments and used differentiation strategies;
  - Made appropriate changes to the classroom environment to cater to learning styles/ sensory issues;
  - Considered support for social/ emotional needs or looked at social skilling;
  - Accessed programs operating in the school/ community;
  - Discussed possible issues and strategies with colleagues and/or support staff;
  - Spoken to staff that may know more e.g. G.O, STLN, SEP, Chappy, Specialists etc; Implemented an Discipline Improvement Plan with target goals;
  - Checked academic results? If a student is achieving an E level in all strands of a KLA, then an ICP may be discussed at Student Support Services.
- ✓ To refer a student class teachers must submit pre-referral checklist, referral form and current assessments / work samples directly to HOSES.
  - ✓ Referrals must be received at least week before a meeting will be scheduled. Students are tracked and evidence of referral and support documented on OneSchool.
  - ✓ All cases are reviewed at the end of each semester and handover of information to new teachers.

Refer to Referral Form in Appendix.

**All access to support services is through the referral process. If referring for a more emergent nature:**

- Discuss with Deputy Principal for access to Chaplain.
- Emergency appoints with GO by consent of Principal.

**Complex Case Management – students in care, students who have experienced trauma, ADHD / ASD, Anxiety, Depression, Hearing / Physical Impairment.**

These students require a calm and predictable classroom, need to be spoken to respectfully and have adjustments plans and adjustments in place. All disciplinary means must be part of a support plan of addressing disability. Plans and strategies must be employed to address high risk areas for incidents, such as modified tasks, movement breaks, use of sensory objects, use of amplification system, use of positive reinforcement / reward time, support for transitions / lining up, playground, specialist lessons and informing relief staff for consistency of care. If a student is finding a situation difficult and getting into trouble repeatedly, a plan is required to teach replacement behaviours. Class teachers work closely with support staff in supporting strategies and goals in a pro-active manner prior to involving admin and/or sending to office, in the case of identified students.

**Supportive Play**

Students may access supportive play once approved by DP and HOSES. Other supportive strategies must be first employed such as play plans, social stories, peer buddies, positive reinforcement by staff on duty. Especially children in younger years learn to play most effectively in a real life context. Supportive play is targeted at students with issues with friends, social / communication skills and require intense support to self-regulate.

**Individual Curriculum Plans**

Refer to ICP Policy 2017.

**Reporting Roles and Responsibilities**

Support staff provide by requires of class teacher a comment regarding the support work a student received by the SEP and are available to assist with comments. In our inclusive model of curriculum delivery, SEP staff are not to report on all of a subject area of a student (unless under special circumstances) – students access the bulk of their curriculum in the classroom. When timetabling support, class teachers need to be mindful that students' access class content as well as support content and to manage a student's time outside the

classroom in support programs (a guide is not more than 30 mins, twice a day for extensive support (with exceptions due to anxiety / emotional / self-regulation). Class teachers and case managers need to liaise frequently so that reporting runs smoothly and that class teachers know exactly what their students are working on in support time.

SEP staff are responsible for the documentation and updating of support plans, verification paperwork, individual intervention programs delivery and maintenance, supporting class teachers and students, attend planning meetings and represent the SEP at school committees.

### **Leadership Team - Roles and Responsibilities**

<u>Principal</u>	<u>Deputy Principal (P-3)</u>
<ul style="list-style-type: none"> <li>• <b>AIP and Budget</b> (Brett E)</li> <li>• <b>Attendance and Absences</b></li> <li>• <b>Capital Works</b> (Brett E)</li> <li>• <b>Cluster Networks</b></li> <li>• <b>Code of Conduct</b></li> <li>• <b>Data profile</b></li> <li>• <b>District Liaison</b></li> <li>• <b>Explicit Improvement Agenda</b></li> <li>• <b>Guidance Officer</b></li> <li>• <b>Headline Data</b></li> <li>• <b>I4S</b></li> <li>• <b>LCC</b></li> <li>• <b>Line Management</b> (Classified Officers)</li> <li>• <b>Newsletter</b> (Angela K)</li> <li>• <b>Observation/Probation</b> (Stephen &amp; Bron)</li> <li>• <b>P and C</b></li> <li>• <b>Parent and Community Engagement</b></li> <li>• <b>Policy Design</b></li> <li>• <b>Positive Learning Centre</b></li> <li>• <b>Principal Networks</b></li> <li>• <b>Recruitment &amp; Selection</b></li> <li>• <b>Rehabilitation</b> (Brett E)</li> <li>• <b>School Improvement</b></li> <li>• <b>School Data Profile</b> (Leadership Team)</li> <li>• <b>Strategic Planning</b></li> <li>• <b>Staffing</b></li> <li>• <b>Staff Induction</b> (Stephen &amp; Bron)</li> <li>• <b>Student Protection</b></li> <li>• <b>Workplace Reforms</b></li> <li>• <b>WPH&amp;S&amp;W</b> (Brett)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adopt-Cop</b></li> <li>• <b>AEDC</b></li> <li>• <b>Curriculum</b> (HOCS)</li> <li>• <b>Environment</b></li> <li>• <b>ESFP Timetable</b></li> <li>• <b>Events P-3 —Assemblies (Whole &amp; Lower school), Anzac Day, Remembrance Day, Achievement Awards, Discos (P&amp;C)</b></li> <li>• <b>Indigenous Education, Closing the Gap, NAIDOC</b></li> <li>• <b>Line Management—Teachers &amp; Teacher Aides— P - 3, Speech, Physiotherapist and Occupational Therapists, Senior/ Experienced Teachers (induction, absence, leave, contracts, TRS and supply, DPF)</b></li> <li>• <b>Moreton Minutes</b></li> <li>• <b>NAPLAN</b></li> <li>• <b>One School Data P—3</b></li> <li>• <b>P&amp;C Input</b></li> <li>• <b>Prac, Internships and trainees P-3</b></li> <li>• <b>Prep Enrolments and Transition hearing, speech and vision testing</b></li> <li>• <b>Prep Book List / Resources</b></li> <li>• <b>School Photo Program</b></li> <li>• <b>Students - P, 1, 2 &amp; 3 (ESFP, absences, behaviour, camps/excursions, celebration, DIPS, enrolments, exemptions, extra curricula, ICPs, intervention, parent interviews, reporting, sports day, WOW)</b></li> <li>• <b>Teachers and Teacher Aides P-3</b></li> <li>• <b>Timetables Aides, Specialists, NCT, Duty,</b></li> <li>• <b>Under 8's Day</b></li> <li>• <b>WPH&amp;S</b></li> <li>• <b>Workplace Rehabilitation (Teachers)</b></li> </ul>
<u>Deputy Principal (4-6)</u>	<u>Head of Special Education Services</u>
<ul style="list-style-type: none"> <li>• <b>ASOT Pedagogical Framework</b></li> <li>• <b>Attendance Team and Data</b></li> <li>• <b>Book List</b></li> <li>• <b>Chaplaincy</b> (Leanne R)</li> <li>• <b>Choir</b></li> <li>• <b>Curriculum</b></li> <li>• <b>Enrichment</b> (Lear, Kerry, Jane, Stephen)</li> <li>• <b>Events 4-6—Assemblies (Whole &amp; Upper school), Anzac Day, Remembrance Day, Achievement Awards, Discos (P&amp;C)</b></li> <li>• <b>Facebook</b></li> <li>• <b>ICT / Dig Tech</b> (Mark G)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AIMS</b></li> <li>• <b>Community Engagement /Training</b></li> <li>• <b>DETE Specialists</b></li> <li>• <b>ESFP</b></li> <li>• <b>High School Transition—SWD</b></li> <li>• <b>Inclusive Education</b></li> <li>• <b>ICPs</b></li> <li>• <b>Line Management (SWD Staff )</b></li> <li>• <b>MSSD</b></li> <li>• <b>NCCD</b></li> <li>• <b>PBL</b></li> </ul>

<ul style="list-style-type: none"> <li>• Inclusive Education (Rita T)</li> <li>• LED Sign</li> <li>• <b>Line Management (Teachers &amp; Teacher Aides— 4- 6 &amp; Specialists, Senior/ Experienced Teachers (DPF) (induction, absence, leave, contracts, TRS, supply)</b></li> <li>• NAPLAN</li> <li>• <b>OneSchool (Data 4-6) / MIS Administrator</b></li> <li>• P &amp; C Input</li> <li>• <b>PBL / Behaviour Management</b></li> <li>• <b>Prac, Internships and Trainees 4—6</b></li> <li>• <b>School Opinion Survey</b></li> <li>• <b>Students (4—6 ESFP, absences, behaviour, camps/excursions, celebration, DIPS, enrolments, exemptions, extra curricula, graduation / presentation, ICPs, intervention, parent interviews, reporting, senior sports day, WOW)</b></li> <li>• <b>Student Leadership (Year 6 staff)</b></li> <li>• Student Support Team (Rita)</li> <li>• <b>Transition to High School (Year 6 staff)</b></li> <li>• <b>Volunteers</b></li> <li>• Web Page</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Support Services</b></li> <li>• <b>Students With Disabilities</b></li> <li>• <b>Social Skills</b></li> <li>• <b>Interagency Support Services</b></li> <li>• <b>Verification</b></li> <li>• <b>Wellbeing Committee</b></li> </ul>
<p style="text-align: center;"><u><b>Heads of Curriculum</b></u></p> <ul style="list-style-type: none"> <li>• <b>Assessment Framework (goals &amp; targets)</b></li> <li>• <b>Cluster and Coalition Networks</b></li> <li>• <b>Coaching and Mentoring + Profiling</b></li> <li>• <b>Community Engagement and Training</b></li> <li>• □ Curriculum (<b>Australian, C2C, Forums, Planning, Teams, Resources</b>) P-2 Kerry 3—6 Lear</li> <li>• <b>Curriculum Resourcing, Design &amp; Delivery</b></li> <li>• <b>Data Meetings and Management</b></li> <li>• Differentiation and Enrichment (Jane Bron)</li> <li>• <b>Events—Book Week, Education Week, Premier’s Reading Challenge , Gala Days, World of Maths, Author visits, Fiesta Days, Book Fair</b></li> <li>• <b>Evidence Hub and Research</b></li> <li>• <b>Explicit Instruction Model</b></li> <li>• <b>HODRS and PEAAC support</b></li> <li>• <b>Induction (Stephen &amp; Bron)</b></li> <li>• <b>Library (Kerry)</b></li> <li>• <b>Line Management (Library staff)</b></li> <li>• <b>Marketing (Lear) Newspapers, newsletter, web page, celebrations, events, LED Sign, media, Facebook,</b></li> <li>• <b>Mentoring Beginning Teachers (Kerry)</b></li> <li>• <b>Modelling—Gradual Release + Feedback</b></li> <li>• <b>Moderation</b></li> <li>• <b>NAPLAN</b></li> <li>• <b>One School—Curriculum Resources, Data</b></li> <li>• <b>Parent Training and Information Sharing</b></li> <li>• Pedagogical Framework ASOT (Bron)</li> <li>• <b>Professional Development (Paul)</b></li> <li>• <b>Planning Days</b></li> <li>• <b>PLCs (Year Level)</b></li> <li>• <b>Reporting</b></li> <li>• <b>Tests and competitions</b></li> </ul>	<p style="text-align: center;"><u><b>STLaN</b></u></p> <ul style="list-style-type: none"> <li>• <b>Assistive Technologies</b></li> <li>• <b>Casual Aide Timetabling</b></li> <li>• <b>Data analysis</b></li> <li>• <b>Diagnostic Assessment</b></li> <li>• <b>Differentiation and Enrichment (HOCs)</b></li> <li>• <b>Intervention (Lit &amp; Num)</b></li> <li>• ICPs (Rita)</li> <li>• <b>Management (Casual Teacher Aides, STLAN Support)</b></li> <li>• Parent Training</li> <li>• <b>Reading Eggs</b></li> <li>• <b>Sound Waves</b></li> <li>• <b>Support Data</b></li> <li>• <b>Support provisions recording</b></li> </ul>

<p><b><u>Suzanne McSweeney Guidance Officer</u></b></p> <ul style="list-style-type: none"> <li>• <b>Interagency Support Services</b></li> <li>• <b>Case Management Meetings</b></li> <li>• <b>NCCD Review (Rita)</b></li> <li>• Student Support Services (Rita)</li> <li>• PBL (Behavioural Observations/Checklists )</li> <li>• <b>ICP Approvals (Rita)</b></li> <li>• <b>ISP's provisions</b></li> <li>• <b>ESFP (plans, meetings, CSO's, Oneschool)</b></li> <li>• <b>Special School Enrolments</b></li> <li>• <b>Assessments Cognitive / Diagnostic</b></li> <li>• <b>Early Entry to Prep Assessments (Brigance)</b></li> <li>• Parent Sessions</li> <li>• <b>Mental Health Reporting</b></li> <li>• Teacher Support (doctor's letters/checklists etc)</li> <li>• Letter/ Reports for medical practitioners</li> <li>• <b>Student Protection</b></li> <li>• <b>SCAN reporting</b></li> <li>• Staff Professional Development</li> <li>• <b>Bullying Action Day Celebrations</b></li> <li>• Verifications</li> <li>• High School transitions (Students in Care, ID, GO files)</li> <li>• <b>Counselling (individual)</b></li> <li>• <b>UQ Hearing Screener</b></li> </ul>	<p><b><u>Business Services Manager</u></b></p> <ul style="list-style-type: none"> <li>• <b>Admin Support</b></li> <li>• <b>Asset maintenance/management</b></li> <li>• <b>ADO agreements</b></li> <li>• <b>Budget Management</b></li> <li>• <b>Facility Management (Vikki)</b></li> <li>• <b>Finance / Purchasing</b></li> <li>• <b>First Aid</b></li> <li>• <b>Line Management—Non-Teaching Human Resources</b></li> <li>• <b>Minor Works</b></li> <li>• <b>One School Administrator / MIS</b></li> <li>• <b>Resource Management</b></li> <li>• <b>Rehabilitation and Return to Work</b></li> <li>• <b>Network System Support</b></li> </ul>
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**Class Teachers**

- Provide students with the required curriculum
- Assess, monitor and capture student achievement
- Set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- Keep parents and students informed of the student's achievement throughout their schooling.

**SEP Teachers**

- Provide direct support to students based on identified, individual student needs verified and non-verified by a running intervention programs targeting needs in foundation skills of English and Maths, re-teaching curriculum content with extra modelling and scaffolding, running social / emotional and self-regulation programs. Extra support for assessment items.
- Basing intervention programs on diagnostic assessments, work samples and observations.
- Support includes in class and / or working with class groups, also enabling the class teacher to also work with SWDs;
- Flexible programming such as responding the changing needs of students and families;
- Support class teachers to plan a variety of ways to: engage students, assist students to achieve expected outcomes and to demonstrate their learning;
- Provide advice, resources, co planning to staff strengthening curriculum access and engagement for all students;
- Collaborate with teachers to identify need, collect evidence, refer for approval and draft ICPs;
- SEP assists Class Teacher in delivering ICP which includes running intervention groups and adjusted assessments;
- Produce Student Improvement Plans for all verified students and a Support Provision for non-verified students;
- Collaborate with class teacher to produce DIPs on verified students;
- Liaise with specialists and outside agencies;
- Assist with collection of information for verification documents;
- Support for special events such as sports days, excursions, camps.
- Support for specialist lessons if necessary.



## Inclusive Education Committee Referral Form 2017

Submit by email to [rtrou3@eg.edu.au](mailto:rtrou3@eg.edu.au)

**Responsibility of class teacher when referring a student:**

- Follow pre-referral check list;
- Fill in this form with as much details as possible;
- Bring current work samples and assessments to meeting collected by Class Teacher.

<b>Name:</b>		<b>Date of Birth:</b>	
<b>Referred by:</b>		<b>Class:</b>	

I have checked One School for any previous referrals or information regarding this student.	YES	NO
I have discussed the students' concerns at a year level meeting and employed strategies suggested (outline these strategies below)	YES	NO
I have contacted parents/carers to advise them of my concerns and upcoming referral to the Inclusive Education Committee.	YES	
I have discussed my concerns with; (Circle/Highlight)    Admin / HOSES / GO / Learning Support / S.L.P. / O. T. / Chaplain		

**NATURE OF REFERRAL: *please X the areas of concern***

CURRICULUM				COMMUNICATION / LEARNING ENVIRONMENT			
Reading		Organisation & Planning		Receptive Language		Class transition/ routines	
Writing		Working independently		Expressive Language		Interpreting body cues	
Spelling / Phonics		Motivation / attitude		Articulation		Sensory issues	
Mathematics		Focus on Tasks		Comprehension		Following instructions	
Engagement		Task completion		Conversation skills		Motor skills	
BEHAVIOUR				HEALTH AND WELLBEING			
Non-compliance		Attendance		Safety		Anxiety / Depression	
Social skills		Impulsiveness		Health concern		School refusal	
Attention seeking		Maturity		Self-care		Self-harm	
Problem solving		Aggression		Trauma / Crisis		Vision	
Exiting		Emotional Wellbeing		Family issues		Hearing	

**Additional Information to support nature of referral –**

**PREVIOUS (P)/ CURRENT INTERVENTION**

	P	C		P	C		P	C		P	C
Learning Support			SEP Support			Guidance Officer- Counselling			Hearing Assessment		
EALD Support			Chaplain Support			Guidance Officer – Assessment			Vision Assessment		
Investing for Success			SLP - Assessment			Inclusion Coach -IBSP			Teacher Aide		
External Agencies			SLP - Program			Inclusion Coach - Observation					

**Other Information- *include types of assessment or interventions***

**How are you currently supporting this student? What strategies have you employed?**

**Action expectation - What action do you feel would be beneficial to this student?**

<b>Signature:</b>		<b>Date:</b>		<b>Received Date:</b>	
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