



ALICE MILLER

Special assistance policy

PURPOSE:

To provide resources and support the learning of all children requiring special assistance. This includes children with learning difficulties, children who might benefit from accelerated learning, children with particular physical and/or social needs.

GUIDELINES:

Teaching and learning strategies which cater for all ability levels will continue to be developed. Early identification and intervention of students requiring special assistance is important. Support and resources should be allocated to younger children at risk so that concerns can be addressed or reduced as soon as possible. It is important to try to achieve close cooperation between home, class teachers, special assistance staff and other district services.

The teacher nominated as responsible for pastoral care of the student concerned is, in conjunction with learning support teachers, responsible for the development of individual learning plans, where helpful and appropriate, for each child with specific learning needs.

Alice Miller School will take a 'whole school approach' to addressing the needs of students requiring special assistance, with classroom teachers receiving ongoing support and training in teaching strategies to support these students. Alice Miller School does not stream its students by ability or performance. Instead, the school is committed to creating an 'even playing field', providing the necessary supports for students to demonstrate their learning effectively and effective differentiation for a range of learning styles and abilities.

IMPLEMENTATION:

- Establish a clearly defined process of identification, planning, support, implementation and monitoring.
- Ensure that appropriate special assistance resources are purchased and suitable outside support and referral agencies utilised.
- Section (i.e. pastoral care) teachers decide on special assistance priorities and devise a plan as to how these can best be addressed.
- Parents will be kept fully informed of assistance being given and encouraged to take an active part in their child's learning.
- Provision of training for teachers for other 'special programs', as required.
- Student Support Group (SSG) meetings to be held if and when needed to review goals and progress with the parents, teachers – and Principal or Head of Campus if required.

- Learning Support teachers will play an instrumental role in developing the skills and knowledge of classroom teachers, including their ability to address learning difficulties in their students.
- Regular staff development training will focus on improving strategies for students requiring special assistance.
- Learning Support teachers will be responsible for managing applications for Special Provision as part of the Victorian Certificate of Education. These applications will be based on available data and Learning Support teachers' experience in working with these students.
- The School will explore assistive technology for students that require special assistance on an ongoing basis.
- Alice Miller School will offer elective remedial Maths and English classes for Year 7 and above.
- Individual Learning Programs to be devised and implemented as required.

Reviewed in January 2020

John Marsden