

LEARNING SUPPORT AND INCLUSIVE EDUCATION Policy

Next review date: January 2022

Last reviewed: January 2021

By: Head of Learning Support; Dean of Studies

St Mary's Anglican Girls' School aims to provide a supportive and flexible school environment that understands and responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum.

St Mary's Anglican Girls' School values inclusive education. Underpinning this policy is the belief that the student should have maximum access to the curriculum presented in the classroom. This Policy recognises and values the skills of the classroom teachers in supporting students at educational risk.

In order to help students in accessing mainstream curriculum, withdrawal or external support may need to be provided.

POLICY

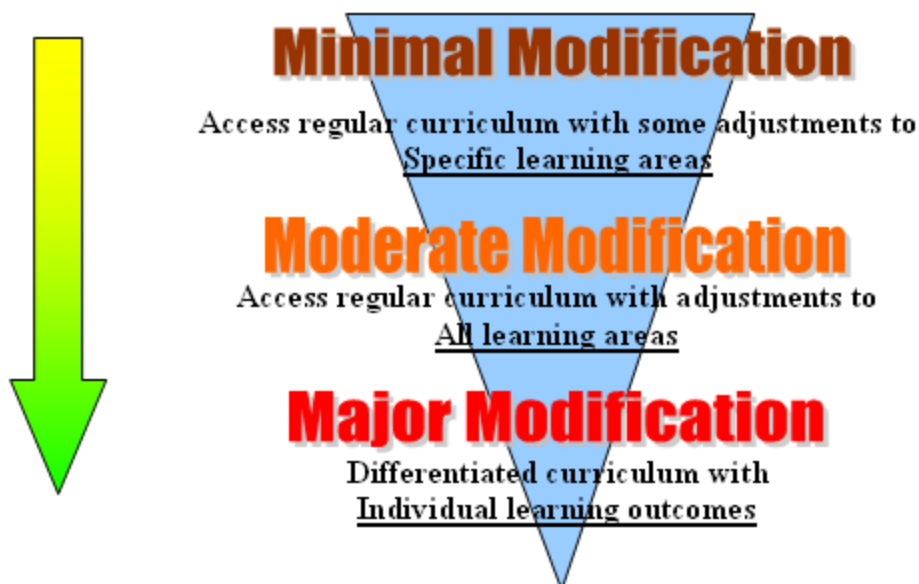
Principal and teaching staff will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk.

Teaching staff will ensure appropriate learning support and differentiated learning programs are embedded in their classroom curriculum and manage programs for students at educational risk.

Principal and teaching staff will comply with the Learning Support and Inclusive Education Procedures.

Levels of Support

Learning Support at St Mary's is divided into three modification levels:



Minimal Modification – Mainstream Class

The need for entry-level support is identified by the class teacher or advised by school psychologist, Learning Support/Academic Centre for Enrichment case manager or teachers from previous years. The teacher makes the necessary modifications and accommodation through curriculum differentiation.

Moderate Modification – Support and Extension Programs

The subject teacher, Learning Support/Academic Centre for Enrichment case manager and/or a school psychologist, identifies the need for moderate level support. In addition to a differentiated curriculum, the student may be offered a place in an existing Learning Support program.

Major Modification – Support and Extension

Student Learning Profile (LP)

A Learning Profile (LP) summarises specialist information about a student's strengths and areas of concern along with recommendations. It is written for students who have individual needs/disabilities as diagnosed by a specialist's assessment, eg psychologist. These students, particularly those at risk of significant underachievement, may also participate in an existing Learning Support program.

Individual Education Plan (IEP)

An IEP is written for students who are at significant educational risk and have highly individual needs, which are not being met in a student's learning profile.