



# Supporting Students With Learning Difficulties

## Key School Procedures for Supporting Students

- ❖ The school has a SAER co-ordinator, Deidre Jones, who has the responsibility to ensure all teachers have completed IEPs for SAER students, assist teachers to develop effective intervention strategies and assist staff to implement all requirements.
- ❖ Each SAER student's IEP or BMP or GEP must be documented and presented to the parents of the student.
- ❖ All parents of SAER students must be interviewed at least but generally more than once a semester; particularly in term 1 when the IEPs have been reviewed and rewritten. Communication with parents of students who need support should be as often as needed throughout the year.
- ❖ Teachers need to confirm with the co-ordinator which students they have identified as SAER and therefore need individual plans.
- ❖ An outline of whole school processes is available on the "s" drive "All Staff" for all staff.

## Identification of Students

In identifying students who may need individualised assistance, intervention or support during the learning program the teacher is required to consider these broad categories that may affect the student's performance at school:

- Physical
- Cognitive
- Sensory
- Social/emotional

Some critical areas to note are:

- ❖ Organisational skills
- ❖ Managing personal equipment and clothing
- ❖ Being able to follow instructions
- ❖ Motor planning (being able to move from one activity to the next without losing direction)
- ❖ Capacity to stay on task or maintain attention over a reasonable period of time.

Staff are also required to:

- Review previous year reports
- Read year by year handover documentation from the previous teacher.
- Respond to matters raised by parents.
- Review the previous year's IEP if one has been established.

## Assessment of Students

Teacher must demonstrate that assessment processes are in place to identify key learning issues and then maintain ongoing assessments against stated targets. Evidence of assessment should include:

- a. Results of diagnostic assessment in curriculum areas.
- b. Results of diagnostic assessment from School Psych.
- c. Specialist medical assessments and reports.
- d. Documented incidents of behavioural problems or social/emotional difficulties
- e. Profile of students that outlines needs.
- f. Assessment of individual targets for improvement.

## **Planning and Implementation of Strategies**

In supporting students teachers are required to:

- ❖ Identify adjustments to classroom processes and practices that enhance the student's learning (eg position in class, visual cues) and provide evidence that "adjustments" have been implemented, monitored and reviewed
- ❖ Draw up an IEP or BMP or Medical plan and put it in place after consultation with parents and relevant agencies. This includes targeted improvements, strategies, accommodations and classroom and school structures. The teacher needs to be able to provide evidence of consultation and collaboration with student, parents and other agencies where needed including meeting minutes (both telephone and face to face), emails and written material that is relevant.

## **Annual Cyclical Process**

1. Assessment of student and gathering of information in consultation with others during weeks 1 to 5 of term 1 and then meet with parents.
2. Drawing up of an intervention plan that has targeted improvements and strategies and a review time line. May also include classroom and school accommodations. Meet with SAER co-ordinator and discuss their write up of IEPs/GEPs in a consultative process using SEN planning processes. Teacher relief will be provided.
3. Implementation of the plan and ongoing review and monitoring of processes and student performance. Review with line manager each term and parents during both semesters. At the commencement of semester 2 each teacher will be given time to re-document and re-focus the students' IEPs. This will be co-ordinated by the SAER co-ordinator.
4. End of cycle review and re-defining targets and strategies and processes.
5. Record information on "Year Level Handover Sheet" in December of each year.