

ALICE MILLER SCHOOL 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 special assistance teachers, responsible for the development of individual learning plans, where helpful and appropriate, for each child with specific learning needs.

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.
- Individual Learning Programs to be devised and implemented as required.

Reviewed in January 2018

Next Review: January 2020

Checked and altered/edited January 21 2019

John Marsden