



Special Education

Special Ed support is funded by the A, D, and I levels of support given to students on NEP's. This money funds site Special Educators and classroom support provided by SSO's. Funding can change on a term by term basis, depending upon changes in levels of support (eg. going from an 'A' to a 'D' level)

Roles of site Special Educators include:

- Timetable wave 2 and wave 3 intervention across the site for verified students
- Employ SSO's and where possible match SSO skills and knowledge with students
- Support teachers with planning classroom support for SSO's
- Meet with parents/caregivers and agencies as required
- Coordinate and gather evidence for special options (special class) packages
- Coordinate and gather evidence for changes in levels of support (LOS)
- Manage pre-referral process
- Manage disability census and ensuring everything is correct
- Members of the Student Review Team (SRT)
- Work with other agencies, including but not limited to: Partnership Speech Pathologists, Special Educator, Psychologist, Social Worker and Behaviour Coach
- Collect, organise and analyse data to identify future planning targets
- Enter/update relevant data onto EDSAS as it becomes available
- Manage the sites annual collection of the Nationally Consistent Collection of Data for Students with a disability
- Promote relevant PD for staff in areas of need eg. Disability Standards of Education, Autism, NEP writing

Roles of the classroom teacher include:

- Discuss student concerns with the relevant member of the Special Education Team
- Refer students to the SRT
- Write and/or review NEP's aligned to the Australian Curriculum that clearly outlines SMARTAR targets (4 curriculum areas for an 'A' level of support, 6 curriculum areas for a 'D' level of support).
- In practice this means the teacher will use the NEP as a working document which is consistently referred to when planning, differentiating and assessing learning outcomes
- Upload NEP's to S drive, put a signed copy of NEP in student's file and email relevant member of the Special Educators team to advise that NEP is completed or updated.
- Meet with parent/caregivers/students re NEP
- If requested a copy of the student's NEP to the parent/caregivers

EALD (English as an Additional Language or Dialect)

EALD funding is based on a 'gap' model. The EALD support category, and hence EALD allocations are determined by the gap between the language level required for curriculum success and a student's language level at each year level of schooling. The *Language and Literacy Levels across the Australian Curriculum: EALD Students, (Language and Literacy Levels)* is the tool for assessing students' language levels.

Language and Literacy Levels are assigned in Term 2 each year, and entered into EDSAS for collection.

Roles of the EALD Teacher include:

- Timetable wave 2 intervention for EALD students
- Work with identified students in small groups or classrooms on identified teaching points
- Liaise with the site based special education team through membership of the SRT
- Support classroom teachers to collect appropriate work samples to be "levelled"
- Lead the "levelling" process of assigning a Language and Literacy Level to all EALD students
- Work with all classroom teachers to assign a literacy level and identify future teaching points and SMARTAR goals for all EALD students with reference to Wave 1 or Wave 2 intervention
- Input data onto EDSAS by the relevant date to support future funding and data collection
- Work with the Finance Officer/s to determine funding for BSSO's
- Organise BSSO's and translators where necessary and available
- Organise "Native Tongue Maintenance"

Roles of the classroom teacher include:

- Discuss student concerns with the EALD teacher
- Work with the EALD teacher to assign a Language and Literacy level to all EALD students, and identify future teaching points and SMARTAR goals
- Provide 2 pieces of **handwritten, best* work to be "levelled" for each EALD student – 1 fiction (eg narrative) and 1 nonfiction (eg information report, recount, exposition)
- Ensure 2 pieces of work are collected by Week 4, Term 2

**Best work can be a final draft or final piece of writing, preferably with an illustration, diagram or drawing and should be handwritten where possible, or if done on computer without spell check.*

For Reception student's best work can be teacher scribing sentence/story exactly how the students has said it to teacher, with drawing. Where possible, get the student to write for themselves (however this may look), with a drawing.

Aboriginal Education Teacher

The Aboriginal Education (AB ED) teacher is funded through enrolment numbers of ATSI students.

Roles of the AB ED teacher include:

- Support the Aboriginal Community Education Officer/s (ACEO's) to engage the wider community (eg Elder's Village), Breakfast Program)
- Work with identified students in small groups or classrooms on identified teaching points and student engagement
- Liaise with the ACEO/s, Senior Leader (Attendance) and Partnership Attendance Officer to identify students of concern and develop strategies to improve attendance
- Work with ACEO/s to identify students for, and implement, a "mentoring program" (older students working in the Preschool)
- Support classroom teachers to incorporate ACARA Aboriginal Perspectives in planning in all curriculum areas
- Identify intervention needs and strategies of ATSI students determined by gap identified between student learning and DECD benchmarks as outlined in ILP's
- Timetable/organise Wave 2 or Wave 3 intervention for identified students, focussing on learning and/or attendance and re-engagement

Roles of the classroom teacher include:

- Follow the processes established for attendance concerns and issues of all students
- Develop, write and review ILP's for all identified ATSI students by Week 6 of Terms 1 & 3

Roles of the ACEO/s include:

- Engage with the wider community – eg Elder's Village, Breakfast Program, home visits
- Work in classrooms with identified ATSI students
- Liaise with the Ab Ed teacher, Senior Leader (Attendance) and Partnership Attendance Officer to identify students of concern and develop strategies to improve attendance
- Conduct home visits for students not attending school on a regular basis

Promotion:

The policy will be promoted by:

Families being informed via the newsletter and other correspondence.

New families to the school being informed via the Enrolment Information package.

Students being informed via teachers.

This policy will be reviewed every two years with Staff and Governing Council input.

Written: Term 2 2015

Endorsed by the Governing Council: Term 2 2015

Reviewed: 2017