



Swallowcliffe P-7

We value **Honesty, Respect, Achievement**

STUDENT LEARNING SUPPORT POLICY

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 (3 curriculum areas for an 'A' level of support, 6 curriculum areas for a 'D' level of support).

Our Mission: To empower students to recognise and optimise their full learning potential.



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Department for Education and
Child Development

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- 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 T 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
- Supporting SSO with time to read and become familiar with NEP and strategies

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"

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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

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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

REVIEW

This policy has been endorsed by the Governing Council.

This policy will be reviewed and updated as required ie due to new information.

2017

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