



**SAINT HELENA'S**  
CATHOLIC PRIMARY SCHOOL

*Something Beautiful for God*

**PROCEDURES FOR ACCESSING  
LEARNING SUPPORT FOR  
STUDENTS**

## Aim

The aim of this procedure is identify and implement a learning program that meets the learning needs of the students at St Helena's via the Learning Support Program.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum, Assessment and Reporting

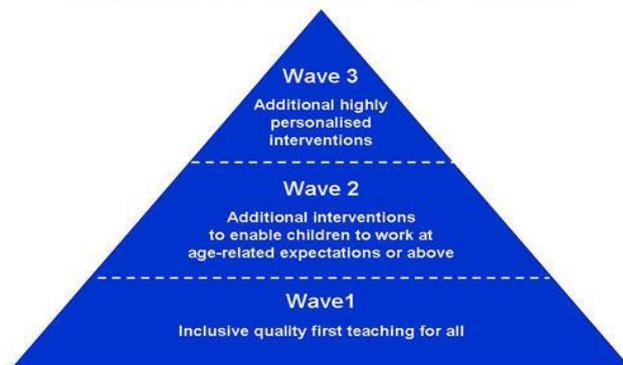
## Scope

This procedure applies to teaching staff at St Helena's

## Procedure

1. The class teacher identifies a student that is not working at the same 'level' as their peers in the year level concerned. Differentiated programs are already in place (Wave 1) and are not working.
2. The class teacher collects all evidence, including but not limited to, formal and informal assessments and subsequent data, and analyses data to pinpoint areas of main concern.
3. The class teacher and Learning Support Coordinator (LSC) meet to analyse data and review programs and strategies already implemented within the classroom. Once areas of concern have been agreed, the LSC will conduct diagnostic assessments to ascertain a starting point for support.
4. Once student needs have been identified through diagnostic assessments, the class teacher and LSC work together to create a program of learning to support the student. This may include in-class or out-of-class support (Wave 2).
5. The LSC will timetable learning for the student.
6. The class teacher and LSC will meet during the support program to analyse new data gathered and alter the program if required. A final meeting will occur at the end of the support program to look at 'where to next' for the student.
7. The class teacher is required to speak with the parents/care-givers prior to the commencement of any support programs to inform them of their child's needs. Once verbal permission has been obtained from parents/care-givers, the LSC will organise consent letters. Home support is vital, and must be emphasised to parents/care-givers at the time of the meeting.
8. It is the class teacher's responsibility to liaise with the support staff or LSC to obtain ongoing feedback on individual children's progress throughout the support program. This will assist and guide classroom teaching and differentiation at a classroom level. Classroom teachers are also required to keep parents informed throughout the intervention and beyond.
9. If students who receive intervention make little or no progress, Wave 3 will be discussed at point of need.

## Waves of Intervention Model



### **Wave 1**

Describes quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Teacher and/or parent/care giver has concerns about student's ability to work at appropriate year level. The class teacher will use data from class-levelled assessments to create an appropriate Curriculum Adjusted Plan (CAP) for the student that has been sighted and agreed upon by the parents/caregiver. CAPs will be reviewed regularly with appropriate parental involvement and support from LSC as and when required.

### **Wave 2**

Describes specific, additional and time-limited interventions (6 to 20 weeks, dependent on need and program used) provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted to a group of pupils with similar needs. Class teacher refers student to LSC (as per steps 3-8 above). The parents, teacher, LSC meet to review the process regularly.

### **Wave 3**

Describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-on-one or specialist interventions. At this stage, the school may formally request a consultation and assessment from outside agencies and providers: psychologists, speech therapists, audiologists and occupational therapists etc. Consultation is carried out with parent/care giver permission. Teacher and LSC will meet to create an appropriate Independent Education Plan (IEP) that is to be sighted and agreed upon by the parents/care giver.

### **Curriculum Adjusted Plans (CAPs)**

CAPs are to be complete by the end of Week 5, Term 1 (and revisited each term) for all students not achieving as per the following guidelines:

**Years PP to 2:** 6 months or more behind the year cohort

**Years 3-6:** 12 months or more behind the year cohort.

All CAPs are to be saved into Staff-share/admin/students with disabilities/STUDENTS/students with CAPs/Create a file for student using their name (if not already there). Your LSC is available to assist in creating and tailoring plans to suit individual students in your class if assistance is required. Previous year's CAP can be used as a guide, please do not re-use without making appropriate changes relevant for child (this includes, but is not limited to, adjustments made, focus, strengths, year level, teacher etc).

The following excerpt has been taken from the guidelines on NCCD adjustment level selections. It outlines Quality Differentiated Teaching Plans (QDTP) and is a guide for teachers to use when determining what they can do to support students in their care.

\*Use as a tool to identify gaps in differentiation and as a source of ideas.

### **Guidance on adjustment level selection - *Quality differentiated teaching practice***

#### Planning

- Do you group students according to educational need?
- Do you link new information to background knowledge?
- Do you negotiate with students, whenever possible, regarding their requirements?
- Do you use whole class programs to address specific student needs eg: PATHS program?
- Do you use strategies to support the student's organisational skills?
- Do you cater for students' learning strengths when planning adjustments?
- Have you met with parents to discuss the child's program?
- Have you met with previous teachers to discuss transition?

#### Teaching

- Do you break down instructions into small steps?
- Do you highlight keywords/concepts?
- Do you modify the complexity of the task to meet different student needs?
- Do you reward students individually?
- Do you use a cool off strategy?
- Do you use a class based behaviour management plan?
- Do you use pre-teaching of vocabulary and concepts?
- Do you use basic curriculum visual supports eg: timetables, phonic charts, graphs?
- Do you use multi- level instructions?
- Do you use a variety of teaching styles eg: modelling, rephrasing, repetition, chunking?
- Do you present information in a variety of modes?
- Do you use pair/group discussion?
- Do you create the opportunity for student/teacher discussions?
- Do you link pedagogies to curriculum goals?
- Do you adjust the pace of presentation?
- Do you use cooperative learning groups?
- Do you use transition cues eg: topic changes?
- Do you use preferred activities to motivate students?
- Do you take into account different learning styles in your course/teaching delivery?
- Do you build background by linking concepts to students' background, past learning and key vocabulary?
- Do you link to real world purposes?
- Do you use questioning strategies to encourage students' development of critical thinking?
- Do you provide written instructions?
- Do you allow think time (take-up time) before expecting an answer?
- Do you prompt students to use equipment properly eg: science equipment, hearing aids?
- Do you remind students to use any necessary medical equipment eg: asthma puffer after lunch?

### Assessment and Reporting

Do you use a portfolio where appropriate?

Do you use checklists?

Do you provide immediate, specific and constructive feedback?

Do you provide multiple opportunities for students to demonstrate what they know to do?

Do you use a range of assessment methods?

Do you use the standard reporting format?

### Environment

Do you use specific seating arrangements to support students?

Do you provide opportunities for your students to move around the room?

Do you provide individual and group seating where appropriate?

Do you provide a quiet area within your classroom where appropriate?

### Resources

Do you use specific seating arrangements to support students?

Do you integrate technologies to support curriculum?

Do you use a task schedule and daily calendar?

Authorised by	Lina Bertolini	Signature:	
		Date:	20/10/2021
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