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## LEARNING SUPPORT POLICY

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### PREAMBLE

St Patrick's College exists for the good of its students. Following in the spirit of the Good Samaritan tradition and based on Benedictine values, St Patrick's College respects the dignity and value of every individual.

In doing so we recognise the diverse learning needs of our student community, demonstrated through the College's ongoing commitment to assist and support students with special or additional educational needs within an inclusive setting.

### RATIONALE

The Learning Enhancement Centre supports the building of collaborative relationships and improvements in the learning and teaching environment.

It exists to support and complement the learning programs within the College, to assist each student to attain her full potential within an inclusive setting.

It exists to assist in the empowerment of classroom teachers to meet the educational needs of all students, through the provision of personnel and other support resources.

### PRINCIPLES

At St Patrick's College we:

- Recognise the diverse needs of our students within an inclusive setting and cater for all students through differentiated programs.
- Foster the holistic development of all students.
- Develop collaborative partnerships between students, families, teachers and other external agencies in order to reduce barriers to learning and enhance participation for all students.
- Provide support for students with special or additional educational needs, by working in collaboration with the classroom teachers and the student.
- Provide professional development for relevant staff on specific elements of students with special needs in order to assist teachers to cater best for these needs.

### PROCEDURES

At St Patrick's College we aim to implement these principles in the following manner:

- Identifying students by using procedures as outlined in Appendix 1.
- Assessing and referring students to an appropriate specialist as outlined in Appendix 2, after which the following procedures will apply as appropriate.
- Providing support for students who have specific learning difficulties and cognitive disabilities, sensory, physical, intellectual and speech language impairments, personal, social and emotional difficulties and severe medical conditions.



- Organising individual education and transition meetings with relevant stakeholders and subsequently informing teachers of the specific goals to meet those students' learning needs in the best way.
- Providing students with access to the Learning Enhancement Centre for individual and small group tutorial support.
- Implementing support for students needing disability provisions for assessment.
- Identifying students who may participate in Life Skills Programs within the Middle School and Senior School. These students are supported within an inclusive environment, where appropriate adjustments are made to the classroom program.
- Assisting teachers to meet the individual educational needs of students in the classroom setting through the provision of support from a teacher's aide or an itinerant teacher, when appropriate or possible.
- Providing teachers with student profiles, which are made available on the staff intranet, so teachers are best able to provide appropriate adjustments to classroom programs in order to meet the needs of their students.
- Providing resources to teachers so they can best support the learning needs of students in the classroom.
- Making available special programs of study for students who would benefit from community access and work skills development in preparation for post school life.



## **APPENDIX I**

### **IDENTIFICATION OF STUDENTS WITH LEARNING NEEDS**

Students are identified through:

- Primary School referral
- Parent referral
- Student referral
- Teacher referral (Form A)

Following referral to Learning Support Teacher, a student progress report (Form B) is compiled by collecting teacher comments on the following information:

- Academic issues
- Behaviour
- Participation in class activities
- Organisational abilities
- Testing and assessment results
- Social skills and issues
- Oral ability
- General comments

Information gathered through the student progress report is used to determine if difficulties are across all areas of schooling or specific to one subject area. If further assessment is needed then contact is made with parents to discuss any difficulties or assessments that may have been completed previously. If necessary the Learning Enhancement Coordinator may complete one or more of the following assessments to determine a student's level of literacy and language development:

- Neale Analysis of Reading
- South Australian Spelling Assessment
- Pat Maths
- CELF IV language screener

If results indicate that further assessment is deemed necessary students may be referred to the College Counsellor following consultation with parents, School Counsellor and Assistant Principal Curriculum.

Student's learning needs are profiled and posted on the School's intranet site where all teachers are able to access the information so that students can be better catered for in the classroom. All students are catered for within the classroom through differentiated instruction.



## APPENDIX 2

### FORM A

#### ASSESSING AND REFERRING OF STUDENTS WITH SPECIAL NEEDS

I would like to refer \_\_\_\_\_ of Year \_\_\_\_\_ to be assessed as a possible candidate for special assistance.

In my opinion the student satisfies the following criteria (please tick relevant points):

- One of the lowest achievers in the class
- Does not appear to have progressed beyond primary school level skills
- Does not make significant gains in class
- Lacks motivation
- Has difficulty with language both oral and written, eg poor grammar, expression, lack of structure
- Does not use learning strategies effectively, eg unable to cope with homework, assignments, or break up tasks into components
- Difficulties lead to behaviour problems, eg frustration, clowning around, attention seeking
- Avoids eye contact
- Remains quiet and unnoticed
- Relies on help from peers
- Constantly forgets materials, eg books, pens etc homework
- Has problems with memory and organizational skills
- Finds it difficult to cope with different teaching strategies, eg student likes set repetitive work
- Has memory problems, eg cannot remember work learnt previous week or term
- Has poor concentration levels
- ESL needs
- An obvious difference in standard between work completed at home and school

Referring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

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## APPENDIX 2

### FORM B

#### LEARNING SUPPORT STUDENT PROGRESS REPORT

Dear \_\_\_\_\_

Could you please make comments in the following areas, to indicate how  
\_\_\_\_\_ is progressing in your class.

Area	Comment
<b>Academic Issues</b> eg reading, comprehension, legibility of writing, copying from the board, completion of work etc	
<b>Behaviour</b> eg inappropriate talking, out of seat, refusal to follow directions, abusive, violent	
<b>Participation in class activities</b> eg active, passive, disinterested, withdrawn etc	
<b>Organizational abilities</b> eg bringing equipment to class, bookwork, cannot get started, completion of homework etc	
<b>Testing and assessment results</b> eg examinations, class tests	
<b>Social skills and issues</b> eg with peers, friendships, staff relationships etc	
<b>Oral ability</b>	
<b>General comments</b> In relation to general class population, how is student coping with set work	